DOCUMENT RESUME

ED 227 313 CE 035 350

AUTHOR Moser, Alta G.
TITLE Summary and Implications of Dissemination and Utilization Activities: A Five-Year Report.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Jan 83
CONTRACT 300-78-0032
NOTE 58p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Conferences; Diffusion (Communication); *Information Dissemination; Information Utilization; Linking Agents; Meetings; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education; Workshops
IDENTIFIERS *National Center for Research Vocational Education

ABSTRACT

This report provides a summary of the number and types of interactions with vocational education across the nation known to have resulted from dissemination strategies implemented during a 5-year period under the Dissemination and Utilization Function of the National Center for Research in Vocational Education. Discussed in the report are the approaches taken in performing the tasks and activities (dissemination, conferences, meetings, selection and development of products, and product dissemination), accomplishments, immediate outcomes, and recommendations. Summaries of the activities include information on the number of interactions according to the type of agency, theme or focus, intended purpose of the activity, level of education that benefited, and the states involved. Field event summaries also include information on the type of audience and number of participants. Product distribution is summarized by product and by type of product. The system used to record the data is also described and discussed. Recommendations for future dissemination activities are based on implications drawn from the data analyses and from the perceptions and insights gained through staff experience. (Findings include the following: (1) the 7,018 interactions recorded for the 5-year period account for linkages on substantive activities such as planning, collaborating, conducting field events, and disseminating products; (2) in addition, numerous contacts were made that were not counted as interactions; these included a mass mailing to 14,112 persons of the newsletter, "MEMO," with 27,356 participants in field events and through mass mailing of 6,500 invitations to conferences. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227313

SUMMARY AND IMPLICATIONS OF DISSEMINATION AND UTILIZATION ACTIVITIES: A FIVE-YEAR REPORT

Prepared by

Alta G. Moser
The National Center for Research in Vocational Education

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

January 1983

CE 035 350

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education, Dissemination and Utilization Function
Contract Number:	300780032
Project Number:	051 MH20004
Educational Act Under Which the Funds Were Administered:	Education Amendments of 1976, P.L. 94-482
Source of Contract:	U. S. Department of Education Office of Vocational and Adult Education Washington, D.C. 20202
Contractor:	The National Center for Research in Vocational Education The Ohio State University Columbus, Ohio 43210
Executive Director:	Robert E. Taylor
Disclaimer:	This publication was prepared pursuant to a contract with the Office of Vocational and Adult Education, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination Prohibited:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the U. S. Department of Education, must be operated in compliance with these laws.

CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	vii
LIST OF EXHIBITS	ix
FOREWORD	xi
EXECUTIVE SUMMARY	xiii
INTRODUCTION	1
APPROACHES TAKEN	3
ACCOMPLISHMENTS	7
Reporting Accomplishments	7
Immediate Outcomes	8
OBSERVATIONS AND CONCLUSIONS	21
Summary of Activities	21
Implications for Future Efforts	23
APPENDICES	
A. Field Activity Record Form	29
B. Data Summaries	33
C. List of Principal Dissemination and Utilization Products	45
REFERENCES	53

LIST OF TABLES

		Page
TABLE 1:	Dissemination and Utilization Tasks	5
TABLE 2:	Level of Dissemination Collaboration/Liaison/Leadership Efforts with States for 1981-1982	11
TABLE 3:	Field Event Cumulative Summary	11
TABLE 4:	Field Event Sponsor/Host States for 1981-1982	14
TABLE 5:	Field Event Audience Representation for 1981-1982	14
TABLE 6:	The Cumulative Number of Dissemination and Utilization Resources Selected/Developed by Theme/Focus and Education Level Benefited	16
TABLE 7:	The Cumulative Distribution of Dissemination and Utilization Resources Disseminated, by Type and Means	18
TABLE C-1:	List of Principal Dissemination and Utilization Resources .	47

LIST OF FIGURES

Page

FIGURE 1: Pertinent factors in dissemination collaboration/ liaison/leadership activities for 1981-1982. 10

FIGURE 2: Pertinent factors in field event activities for 1981-1982. . 13

FIGURE 3: Pertinent factors in individualized product dissemination activities for 1981-1982. 19

FIGURE 4: Comparison of pertinent factors in all activities for two recording periods. 22

LIST OF EXHIBITS

		Page
EXHIBIT A-1:	Field Activity Record Form	31
EXHIBIT B-1:	Cumulative Summary of All Activities	35
EXHIBIT B-2:	Summary of All Activities for 1981-1982	36
EXHIBIT B-3:	Summary of Dissemination Collaboration/Liaison/ Leadership Activities for 1981-1982	37
EXHIBIT B-4:	Cumulative Total Distribution per Product	38
EXHIBIT B-5:	Total Distribution per Product for 1981-1982	39
EXHIBIT B-6:	Total Proactive Distribution per Product for 1981-1982 .	40
EXHIBIT B-7:	Total Responsive Distribution per Product for 1981-1982 .	41
EXHIBIT B-8:	Summary of Individualized Product Distribution Activities for 1981-1982	42
EXHIBIT B-9:	Total Individualized Product Distribution per Product for 1981-1982	43
EXHIBIT B-10:	Total Product Distribution at Field Events per Product for 1981-1982	44

FOREWORD

Contributions to vocational education program improvement have been made through efforts to disseminate better the results of research and development and through improved dissemination collaboration and leadership. This report summarizes the accomplishments of tasks performed under the Dissemination and Utilization Function of the National Center for Research in Vocational Education contract with the U. S. Department of Education. The report also includes recommendations for future work based on the data summarized and on the experiences of project staff.

We appreciate the work of Alta G. Moser of the Dissemination and Utilization Products and Services Task who compiled the data and prepared this report. We are also indebted to those who reviewed the manuscript: Richard Monteith, New Hampshire Department of Education; Rachel Schweitzer, Delaware State Department of Education; Dr. Roy Hinrichs, Mississippi State University; Erma Keyes, former director of Pennsylvania's Vocational Education Information Network; Dr. Earl Russell, University of Illinois; Ed Hornback, Indiana State Board for Vocational and Technical Education; and Dr. Steve Gyuro and Debra D. Bragg of the National Center for Research in Vocational Education. Staff on the project included Dr. Jay Smink, Dr. Judith Samuelson, Jaynee Foust, Shelley Grieve, and Dr. Norman Singer. Ruth Nunley typed the manuscript, Janet Ray served as word processor operator, and Janet Kiplinger provided editorial assistance.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

This report has been prepared to provide a summary of the number and types of interactions with vocational educators across the nation known to have resulted from dissemination strategies implemented under the Dissemination and Utilization Function of the National Center for Research in Vocational Education. These efforts were performed under U. S. Department of Education contract 300-78-0032 covering the period of January 16, 1978, through January 15, 1983.

Tasks were designed to address the problems and voids in vocational education dissemination as identified by the Committee on Vocational Education Research and Development in 1976. A framework for addressing these problems and voids was organized around the definition for dissemination derived by the Dissemination Analysis Group of the Dissemination Policy Council (1977). This definition identified four dimensions of effective dissemination--spread, exchange, choice, and implementation. The goals and strategies established around the framework were achieved through four main types of activities: (1) dissemination collaboration/liaison/leadership, (2) conferences, workshops, or collaboration meetings grouped as field events, (3) the selection and/or development of products to expedite dissemination of research- and development-based knowledge, and (4) product dissemination.

Discussed in the report are the approaches taken in performing the tasks and activities, accomplishments and immediate outcomes, and recommendations. Summaries of the activities include information on the number of interactions according to type of agency, theme or focus, intended purpose of the activity, level of education that benefited, and the states involved. Field event summaries also include information on type of audience and number of participants. Product distribution is summarized by product and by type of product. The system used to record the data is also described and discussed. Recommendations for future dissemination activities are based on implications drawn from the data analyses and from the perceptions and insights gained through staff experience.

The number of interactions recorded (7,018) for the five-year period accounts for linkages on substantive activities such as planning, collaborating, conducting field events, and disseminating products. In addition, numerous contacts were made that were not counted as interactions. These included contacts made through the mass mailing of the newsletter MEMO (14,112), with participants of field events (27,356), and through mass mailings to MEMO readers extending invitations to the dissemination and utilization annual conference (approximately 6,500). In all the contacts, priority themes/foci such as sex equity, special population needs, planning, evaluation, economic development, and basic skills were addressed. Of the 200 plus

resources addressing these themes that were selected/developed, more than 200,000 copies were disseminated under the dissemination and utilization tasks. Over the five years, a series of networking activities have occurred with vocational educators in all states of the union plus the District of Columbia, the United States territories, and various international agencies.

INTRODUCTION

A summary is presented in this report of the number and types of interactions with vocational educators across the nation known to have resulted from dissemination strategies implemented under the Dissemination and Utilization Function of the National Center for Research in Vocational Education. These dissemination and utilization tasks were performed under U.S. Department of Education contract 300-78-0032 covering the period of January 16, 1978, through January 15, 1983.

The tasks were designed to address the problems and voids in vocational education dissemination as identified by the Committee on Vocational Education Research and Development (COVERD) (1976). The COVERD report expressed clearly a need for enhancement of dissemination and utilization of research and development products and information so that the quality of vocational education instruction, services, and administration could be increased; duplication could be avoided; and the needs of the populations served could be met more effectively.

A framework for achieving these ends was organized around the definition of dissemination perceived as most useful by project staff: that adopted by the Dissemination Analysis Group (DAG) of the Dissemination Policy Council (January 1977). This definition identifies four dimensions of effective dissemination.

1. Spread--the one-way casting out of knowledge in all its forms (information, products, ideas and materials) "as though sowing seeds."

2. Exchange--the two-way or multi-way flow of information, products, ideas, and materials as to needs, problems, and potential solutions.

3. Choice--the facilitation of rational consideration and selection among those ideas, materials, outcomes of research and development, effective educational practices, and other knowledge that can be used for the improvement of education.

4. Implementation--the facilitation of adoption, installation, and the ongoing utilization of improvements.

While original plans called for dissemination and utilization tasks to facilitate choice and implementation, it became apparent that many activities could not be approached always at only those two levels, but required spread and exchange as well. From the entire definition and from the needs expressed in the COVERD report, the following general goals were derived:

- To manage the spread of information and materials which could be useful in vocational education program improvement nationwide
- To promote the exchange of information and resources among national, state, regional, and local agencies and individuals
- To facilitate choice of suitable information and resources by practitioners and researchers
- To assist in the orientation and training needed to effectively use the disseminated information and resources

This report provides a brief overview of the approaches taken to address these goals, a description of the system used to account for and analyze dissemination activities, a summary of immediate outcomes and accomplishments, and a discussion of observations made over the five-year period with implications and recommendations for future dissemination and utilization efforts.

APPROACHES TAKEN

To achieve the general goals, it was deemed appropriate and necessary to establish a systematized process for reaching and linking with vocational educators across the country. Many agencies and organizations funded by federal and state governments have as a part of their missions the dissemination and utilization of research-based information and products needed to improve vocational education. Duplication of effort could be avoided if their activities, through coordination and collaboration, were to have a more centralized focus. Because the dissemination ideals and goals of the National Center seemed to be complementary with the state research coordinating units (RCUs), regional curriculum coordination centers (CCCs), and state liaison representatives (SLRs), plans were made to work closely with those agencies. Emphasis was placed on using networking techniques, taking part in collaborative liaisons and training activities, and providing informal leadership. Research (Louis, Dentler, and Rosenblum 1982) continues to support such an approach:

> Effective dissemination operations are ones that target users in the state departments, or other educational service agencies, as well as local education agency personnel. . . . Local practitioners are in frequent interaction with a wide range of providers of assistance--agents from other institutions of higher education, research and development centers. . . . This range of resources is valuable and represents the natural communication system in any area. . . . The support of this natural system, however indirect it may appear, is part of the method for assisting local educators in an efficient fashion. (p. 4)

Plans to expedite activities of those striving to improve the quality of programs and practices in vocational education included the support of networking and liaison efforts with suitable resources. The Committee on Vocational Education Research and Development (1976) recommended that "the Commissioner of Education should establish an information analysis program to transform information on critical problems into appealing, new forms targeted to diverse user groups" (p. 79). Several basic strategies were devised that outlined the means for providing such resources. These strategies also addressed the concern that resources were being produced in the field but were not being shared. The strategies included--

- commissioning the development of state-of-the-art research and synthesis papers on major research and development issues in vocational education;
- developing assorted products that transform state-of-the-art knowledge into practical, palatable forms for researchers, practitioners, and policymakers;

- compressing state-of-the-art research knowledge to render it more easily disseminable and usable in the form of "briefs" and "fact sheets";

- identifying best available practitioner program improvement resources developed across the country; and

- compiling packages of products and information and making them available to meet practitioner needs in selected occupational areas.

This two-pronged approach--developing various types of research-based products and selecting from practitioner-oriented materials developed elsewhere--has been justified in recent literature (Louis, Dentler, and Rosenblum 1982):

> a dissemination system may legitimately communicate knowledge that is based on accumulated practitioner wisdom as well as that resulting from research inquiry. . . . [From this] we assert that the exchange process must remain two-way, not only in form but in content. . . . (pp. 3-4)

Dissemination strategies were also devised for making the selected/developed products available. These strategies facilitated or provided technical assistance to users/adopters making complimentary, introductory products available and offering orientation and training endeavors.

Several tasks were designed to implement the various strategies. At the outset these tasks were interrelated primarily in terms of their respective contributions to the strategies and were organized and managed separately. And for the most part, they were dedicated during the first year of the contract to the design and development of best approaches to systematic techniques of dissemination. During the second through the fifth years of the National Center contract, several of the dissemination and utilization tasks were reorganized and managed jointly, with more programmatic ends in view (see table 1 for the tasks addressed in this report).

The mechanics of managing the tasks, but not the central thrust of the activities, were revised and streamlined from year to year. Therefore, this report has been organized to highlight four main types of activities carried out under these tasks: (1) the collaboration and liaison efforts that have concentrated on dissemination partnership techniques and leadership, (2) the selection/development of program improvement resources to facilitate and expedite these efforts, (3) the dissemination of these resources through targeted mailings or in response to individual requests for aid or information, and (4) field events--activities involving various groups concerned with learning about dissemination tools and techniques and/or about improving the content of vocational education through the use of resources derived from research and development efforts.

TABLE 1

DISSEMINATION AND UTILIZATION TASKS

YEAR	TASK NAME
1978	A National System of Dissemination and Utilization for Vocational Education
	Special Packages for Occupational Service Areas
	Leadership for Research Coordinating Units and Curriculum Coordination Centers
	State-of-the-Art Papers
1979	Developing a National Dissemination and Utilization System for Vocational Education
	Special Packages
	Leadership for Research Coordinating Units and Curriculum Coordination Centers
	Knowledge Transformation
1980	Resource Coordination System
	Knowledge Products
	Capacity Building
1981	Dissemination and Utilization Operations
	Product Selection and Development
	Dissemination and Utilization Program Development
1982	Dissemination and Utilization Products and Services

ACCOMPLISHMENTS

This section is organized in two parts: (1) a discussion of how activities with vocational educators in the field have been recorded and organized for analysis to reflect the planned strategies and (2) descriptions of the efforts made to implement the planned strategies and their immediate outcomes. Included are breakdowns of the numbers and types of products developed and a summary of the various factors affecting dissemination liaison and leadership as well as product dissemination.

Reporting Accomplishments

In the first three years of the National Center contract, the process for documentation of dissemination and utilization activities was a manual operation and was used primarily to account for the distribution of products selected/developed in compliance with the contracted scope of work. In the fourth and fifth years, in order to analyze this distribution and to account for dissemination liaison and leadership contacts made by staff, a computer program was instituted and used.

The first step in setting up the computerized system was to determine what constituted an activity to be logged. For practical reasons, not every interaction (e.g., phone discussion or mailing of a flyer) could be counted. Therefore, a logged activity was categorized as a discrete item or event of substance. Regardless of how many interactions it took to provide the needed information or support, these interactions were counted as one activity. Targeted mailings were classified as one activity for each recipient because of the personalized nature of the exchange. Mass mailings, while reaching many more individuals, were considered a "broadcast" technique; so the number of individuals (or states) reached through the mass mailings have not been included in the tally of interactions. Only the product distribution figures are included in the summarized data.

The next step in the reporting process was to devise a way to log the various interactions so that the planned strategies and resultant activities were accounted for accurately. The record form devised (see appendix A for a copy of the form) allowed for pertinent factors to be recorded, and it has multiple uses--for recording information from phone calls, for logging written interactions, and for keypunching the computer input. Thus the form has proven to be cost-efficient, saving paper and staff time. Only one piece of paper is used to track a complete activity, and there is no need for a staff person to complete computer coding forms before keypunching is done. The form also serves as a base for the summary forms used to present the computer output.

The primary factors that were recorded for each activity include the following:

- Dissemination and Utilization Staff Role--Was the activity initiated by staff or did staff respond to requests/contributions initiated externally?
- Linking Agency Type--From what type of agency is the contact person?
- Activity Type--What step in the product selection/development process or type of product dissemination or dissemination liaison activity is being conducted?
- Intended Purpose--How will the information/products exchanged be used?
- Education Level--What segment of the education community is to be served?
- Related Theme/Focus--What priority program improvement areas are being addressed?
- Product Distribution--Which products and how many of them are to be disseminated?

Secondary factors that were recorded include information on the type of action/activity that precipitated the current activity, the type of follow-up required, if any, and the details on field events such as theme, number of participants, and role of the participants. With such information, the accomplishments of dissemination and utilization activities can be better described.

Immediate Outcomes

The immediate outcomes of the completed activities are described and summarized according to the four main types of activities: (1) dissemination collaboration/liaison/leadership, (2) field events, (3) product selection/development, and (4) product dissemination. In addition, there is an aggregate summary that encompasses all categories of activities with the field. Summaries for these activities include data, from manual compilations and computerized records, that cover the five-year contract period (see exhibit B-1 in appendix B). Analyses that give a breakdown of factors are basically derived through the computerized data, available for the fourth and fifth years of the contract only (see exhibit B-2 in appendix B). These analyses cover the period of February 1981 through November 1982 unless otherwise stated.

Data were recorded in a way that would provide the most accurate picture for each interaction. This meant that more than one subcategory could be indicated and that, sometimes, more than one state was involved in an interaction. Thus the figures for each pertinent factor may exceed the total number of interactions. This is true for all summaries given.

Dissemination Collaboration/Liaison/Leadership

The field activities designated "collaboration/liaison/leadership" are those that contributed to the building and maintenance of a dissemination network but that were external to field events, product selection/development, or product distribution. These activities involved the processes of linking and promoting better dissemination. They made up 29 percent of the total interactions for the five-year period (see exhibit B-1 in appendix B). A breakdown for 1981 and 1982 is given in figure 1. Shown is the frequency of each subcategory for the factors linking agency type, intended purpose, education level, and related theme/ focus as a percent of the 832 activities for this type of activity. (See exhibit B-3 in appendix B for actual tallies.)

In the initial stages of the National Center contract, efforts for collaboration/liaison/leadership were coordinated with personnel at regional and state education agency levels. Over the years, these efforts were extended to other types of agencies through new contacts and clientele building (see figure 1). Thus cumulative efforts with state personnel are now 40 percent of all collaboration activities. From figure 1 it can also be seen that the bulk of the activities were for the purpose of networking (88 percent), were appropriate for any or all levels of education (71 percent), and dealt with dissemination strategies/information (66 percent).

In addition to expanding the base for networking nationwide with diverse educational agencies, other efforts were made to increase the qualitative aspects of collaboration. Several states were identified and engaged, in light of their capability and amenability, to work jointly with the National Center in the improvement of dissemination efforts. The focus of these efforts was the choice dimension of the Dissemination Analysis Group definition through cooperatively planned dissemination events. In some known cases, state agency regional coordinators involved in the collaborative event then conducted regional workshops of the same type, often using the same trainers. To some extent, the degree of effort with these states is reflected in the number of interactions during 1981 and 1982 (table 2). The "selected" states plus other states where a strong clientele relationship was developed are among those with the highest number of interactions.

Field Events

Opportunity for reaching the largest number of persons interested in vocational education program improvement has been heightened through conferences, workshops, and collaborative meetings designated as "field events." Programs of this type (because of the dedication of time given to topics of interest and the provision made for opportunities to interact with others having mutual concerns) enhanced the facilitation of choice and implementation. Over 27,000 participants were involved in 580 field events sponsored or facilitated as a function of dissemination and utilization tasks over the five-year period. A cumulative summary is given in table 3.

Note: N = 832. Since more than one subcategory could apply in a given interaction, the percentages shown for each factor may exceed 100 percent.

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
LINKING AGENCY TYPE	Regional/state education agency	40
	Education research/ development/ dissemination agency	17
	College/university	13
	Intermediate/local education agency	10
	National Center, other task	7
	Federal/national organization	4
	Business/industry/ labor group	3
	Postsecondary institution	2
	Noneducation public sector	2
	Primary/secondary school	1
	International education agency	1

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
INTENDED PURPOSE	Networking	88
	Product development	6
	Staff knowledge	3
	Preservice/ inservice	1
	Resource center	1
	Classroom	1

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
EDUCATION LEVEL BENEFITED	Any or all levels	71
	Secondary	21
	Postsecondary	7
	Adult education	4
	College/university	2
	Elementary	--

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
THEME/FOCUS	Dissemination strategies/ information	66
	Evaluation	9
	Occupational instruction/ training or issues	9
	Sex equity	7
	Handicapped	6
	Disadvantaged	6
	Economic development	5
	Planning	5
	Other	5
	Personnel development	4
	Other special needs	3
	Basic skills	2
	Energy	2

Figure 1. Pertinent factors in dissemination collaboration/ liaison/leadership activities for 1981-1982.

TABLE 2

LEVEL OF DISSEMINATION COLLABORATION/LIAISON/
LEADERSHIP EFFORTS WITH STATES for 1981-1982

RANGE OF NUMBER OF INTERACTIONS	STATES
58 +	New York
43-58	Illinois Michigan
30-42	California Ohio Oregon Pennsylvania
18-29	Arizona Washington, DC Florida Hawaii Indiana Massachusetts North Carolina Oklahoma Virginia

TABLE 3

FIELD EVENT CUMULATIVE SUMMARY

FIELD EVENT INFORMATION	1978-1980[a]	1981-1982	CUMULATIVE
Number of field events sponsored/ facilitated under dissemination and utilization tasks	491	89	580
Number of participants	22,080	5,276	27,356
Number of other National Center field events supported with resources selected/developed under dissemination and utilization tasks	35 est.	66	101

[a] Refined and updated from D&U Operations Project: Final Report (Moser 1982).

More detailed information is available for years 1981 through 1982. Eighty-nine field events were sponsored/facilitated by dissemination and utilization tasks--thirty-two were undertaken proactively, and fifty-seven were supported in response to requests from the field. Dissemination and Utilization staff members or sponsored consultants had programmatic responsibilities in fifty-eight events. Twenty events were classified as conferences, fifty-three as workshops, and fifteen as collaborative meetings. At the conferences where there were large attendance and diverse agenda, only those participants in pertinent dissemination and utilization sessions were counted. In all, there were 5,276 participants in the eighty-nine events.

Figure 2 is a distribution of pertinent factors by percent of the eighty-nine field event activities, which includes the type of organizations represented, intended purpose, education level that benefited, and related theme or focus. Local education agencies were represented most often (80 percent), and state agencies were second (34 percent). The events were held for the benefit of secondary education 68 percent of the time, for postsecondary 17 percent of the time, and for any or all levels 30 percent of the time. All priority program improvement themes or foci were addressed through these events--24 percent addressed the needs of students with handicapping conditions, 13 percent were concerned with sex equity, and 30 percent dealt with dissemination strategies and processes. The events were held for the purposes of networking (50 percent) and preservice/inservice (48 percent). Related product dissemination is reported in a later section.

The number of times field events were sponsored, co-sponsored, or hosted by specific states is shown in table 4. Displayed in table 5 are the frequency of group participation and individual attendance totals for the represented audiences. The states that the participants represented are on file, but they were neither tabulated nor included in table 4.

With respect to field events it is very difficult to attach any degree of intensity of effort to the number of interactions per state or sponsoring agency. Some field events were supported with a few phone calls to link facilitators or to arrange shipment of appropriate products. For others, much time and effort were spent in planning and making arrangements. This was especially true for the five annual Nationwide Vocational Education Dissemination Conferences sponsored and conducted by the National Center. Details of the fifth conference serve to illustrate the extent of the planning and the number of contacts made.

The Fifth Nationwide Vocational Education Dissemination Conference featured presenters and participants from thirty-six states (including Hawaii), Puerto Rico, the Northern Mariana Islands, and several foreign countries. Over forty-four conference sessions and activities offered a wide variety of dissemination tools, techniques, examples, and approaches during the two and one-half day conference. Participants were nearly unanimous in their reports of how successful and productive the conference was in serving their professional development needs. One hundred sixty-three people were involved in the conference. Many research coordinating units and curriculum coordination centers were either represented or sponsored delegates to the conference. The National Research Coordinating Unit Association's executive committee and the

Note: N=89. Since more than one subcategory could apply in a given interaction, the percentages shown for each factor may exceed 100 percent.

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
AGENCY TYPE	Intermediate/local education agency	80
	Regional/state education agency	34
	College/university	13
	Postsecondary institution	8
	Federal/national organization	8
	Education research/ development/ dissemination agency	6
	Business/industry/ labor group	3
	International education agency	1
	Noneducation public sector	1
	Primary/secondary school	--
	National Center, other task	--

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
EDUCATION LEVEL BENEFITED	Secondary	68
	Any or all levels	30
	Postsecondary	17
	Adult education	6
	Elementary	4
	College/university	3

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
INTENDED PURPOSE	Networking	50
	Preservice/ inservice	48
	Resource center	1
	Staff knowledge	1
	Classroom	--
	Product development	--

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
THEME/FOCUS	Dissemination strategies/ information	30
	Handicapped	24
	Sex equity	13
	Occupational instruction/ training or issues	9
	Personnel development	9
	Evaluation	9
	Economic development	4
	Planning	4
	Disadvantaged	4
	Other special needs	4
	Basic skills	1
	Energy	1
	Other	1

Figure 2. Pertinent factors in field events for 1981-1982

TABLE 4

FIELD EVENT SPONSOR/HOST STATES for 1981-1982

STATE	FREQUENCY AS SPONSOR/HOST	STATE	FREQUENCY AS SPONSOR/HOST
Alabama	1	Massachusetts	2
Arkansas	1	Michigan	3
Arizona	2	Nevada	2
California	4	New Jersey	2
Connecticut	3	New York	3
Washington, DC	1	North Carolina	9
Florida	1	Ohio	11
Georgia	4	Oklahoma	1
Hawaii	1	Oregon	3
Illinois	7	Pennsylvania	10
Indiana	1	Texas	2
Iowa	1	Vermont	1
Kentucky	2	Virginia	3
Maryland	2	Washington	2

Note: The National Center hosted/conducted nine events.

TABLE 5

FIELD EVENT AUDIENCE REPRESENTATION FOR 1981-1982

AUDIENCE REPRESENTED	FREQUENCY	INDIVIDUAL PARTICIPANTS
Administrators	44	1,601
Teachers/Faculty	40	1,971
Resource Specialists/Disseminators	17	479
Counselors	9	458
Students	7	226
Parents/Community Members	3	205
Researchers/Evaluators	6	127
Business Personnel	3	124
Teacher Educators	3	58
Other	1	23
Elected Officials	1	4

Directors' Council of the National Network for Curriculum Coordination in Vocational and Technical Education were highly instrumental in the collaborative planning and promotion of the conference.

Product Selection/Development

Strategies were designed to promote the facilitation of choice and implementation expeditiously. One was a plan to select outstanding practitioner products ready for implementation. Another was to develop or compile products that addressed issues and problems confronting vocational educators in forms that increased the ease with which research and development-based knowledge could be used. In the selection process, a total of 23,297 documents received by the Education Resource Information Center (ERIC) Clearinghouse on Adult, Career and Vocational Education were screened. Of these documents and other resources nominated by external contacts, the 1,328 products that addressed program improvement priorities underwent further review by staff using the Product Selection Criteria (1979). As a result, thirty-two tentative choices were corroborated by field consultants and selected for nationwide dissemination. Over the five-year contract, a total of ninety-six products were selected/developed that comprise the principal set of dissemination and utilization program improvement resources. (A list of these by title, type, and year selected/developed is in appendix C.) Table 6 displays the number of each type of product developed/selected according to the priority theme or focus addressed and by the segment of the education community benefited.

Some 28 percent of all the interactions with the field involved product selection or development. In addition to the ninety-six principal products, 107 resources were developed and used to support and promote widespread awareness of the principal products or to share information on ideas for better dissemination (see table 6). A key resource has been the newsletter MEMO--an outgrowth of the "Quarterly Reference List" used early in the contract to brief others about noteworthy products seen during screening. Through this newsletter, readers were encouraged to make contact with the developers of the products so that possible solutions to common problems could be shared. By popular demand, "The Quarterly Reference List" was expanded to also provide a vehicle for exchanging information about getting the best from vocational education, and contributions from the field were elicited. In its new form, the newsletter's circulation increased from the initial 325 state education agency personnel to over 2,200 readers at diverse agencies. Through the issues of the "Quarterly Reference List" and then in the "For Your Consideration" column in MEMO, information on 225 promising products was exchanged with the field. Another widely used resource is "Interchange." This brochure describes "selected" and other dissemination and utilization products targeted for practitioners.

Product Dissemination

Various techniques have been used to disseminate the products selected and developed: (1) through individualized distribution of products--through both proactive targeted mailings and in response to requests from individuals,

TABLE 6

THE CUMULATIVE NUMBER OF DISSEMINATION AND UTILIZATION RESOURCES SELECTED/DEVELOPED BY THEME/FOCUS AND EDUCATION LEVEL BENEFITED

	TYPE OF PRODUCT	NUMBER PRODUCTS SELECTED/ DEVELOPED 1978-1982	THEME/FOCUS: Sex Equity	Special Needs: Handicapped	Special Needs: Disadvantaged	Special Needs: Bilingual	Special Needs: Migrants	Special Needs: Corrections	Special Needs: Older Adults	Special Needs: Other	Planning	Evaluation	Personnel Develop.	Energy	Economic Development/ Business Linkages	Occupational Instr./ Industrial Training	Dissemination Strat./ Information	Basic Skills	Job Placement/ Vocational Guidance	EDUCATION LEVEL BENEFITED: Secondary	Postsecondary	Adults	Any/All
PRINCIPAL RESOURCES	• SELECTED EXEMPLARY PRODUCTS (Identified through field nominations from across nation)	32	5	10	4						2	2	4	1	2	1		1	4	25	10	1	1
	• RESEARCH REVIEW AND SYNTHESIS PAPERS (Staff-produced in cooperation with commissioned authors)	49	4	5		1	1	1	3	3	3	8	1	2	10	7	1	2	1		1		48
	• KNOWLEDGE IMPLEMENTATION PRODUCTS (Staff-developed handbooks, filmstrip, performance-based teacher education modules)	6	1	2	1	1							2				2			3	1		2
	• SPECIAL PACKAGES (Compiled from field-developed instructional materials)	9	1											1	2	5				9	9		
		[96]																					
SUPPORT RESOURCES	• DISSEMINATION CONFERENCE PROCEEDINGS	3															3						3
	• FICHE of research review and synthesis papers	32	4	5		1			2	1	3	7		2	3	4		2			1		32
	• CONTENT FLYERS:																						
	—Briefs based on research review and synthesis papers	35	4	4		1	1	1	2	1	2	5		1	3	4			1				35
	—Film guides/dissemination fact sheets/"Resource Update 1979"	10	2	2													6			3	2		6
	• NEWSLETTER: MEMO (Formerly "Quarterly Reference List")	10															10						10
	• BROCHURES/DISPLAYS: "Interchange"/"Interchange Update"/D&U brochures/ times products displayed	17															17						17
	• MISCELLANEOUS: Other National Center brochures and products/materials distributed on behalf of external conference participants	na																					
		[107]																					
TOTAL		203	21	28	5	4	2	2	7	5	10	22	7	7	20	21	39	5	6	40	24	1	154

Note: Numbers for each category may exceed the number of products selected/developed. Some products address multiple themes and can be used effectively on behalf of more than one segment of the education community.

(2) at field events--those sponsored/facilitated under dissemination and utilization tasks and in support of field events supported or hosted by other National Center tasks, and (3) through the mass mailing of MEMO. Table 7 shows, by type of product, such a breakdown for years 1981 and 1982, totals for the years 1978 through 1980, and the cumulative totals for the five-year period. Exhibit B-4 in appendix B gives the cumulative total per product; exhibit B-5 shows the total distribution for each product for years 1981 and 1982. Total distribution for this time period is broken down for proactive and responsive activities (see exhibits B-6 and B-7, respectively).

An analysis of the pertinent factors of individualized product distribution (see exhibit B-8 for actual tallies) is given for years 1981 and 1982 in figure 3. For this time period, interactions involved state education agency personnel most often (39 percent); local agencies and universities were about even for second place (17 percent and 16 percent, respectively). Most of the 1,449 activities were conducted for the purpose of networking (65 percent), with 25 percent conducted for the purpose of enlightening staff regarding promising resources. About half of the activities could benefit any or all levels of education, 40 percent the secondary level, and 27 percent post-secondary education. Topics most often addressed were special needs populations (64 percent) and dissemination strategies and information (36 percent). Exhibit B-9 in appendix B contains distribution information by product for individualized activities.

For an analysis of the pertinent factors involved in product distribution at field events, see the previous section entitled "Field Events." A breakdown by quantity for each product distributed at field events that were supported/facilitated through dissemination and utilization tasks is given in exhibit B-10.

TABLE 7

THE CUMULATIVE DISTRIBUTION OF DISSEMINATION AND UTILIZATION RESOURCES DISSEMINATED, BY TYPE AND MEANS

	TYPE OF PRODUCT	NUMBER RESOURCES SELECTED/ DEVELOPED 1978-1982	NUMBER COPIES DISSEMINATED					
			1981-1982				1978-1980	TOTAL
			THROUGH INDIVIDUAL/ EFFORTS	AT FIELD EVENTS	AT OTHER NATIONAL CENTER FIELD EVENTS	THROUGH MASS MAILINGS		
PRINCIPAL RESOURCES	• SELECTED EXEMPLARY PRODUCTS (Identified through field nominations from across nation)	32	2,295	4,289	1,619	--	20,406	28,609
	• RESEARCH REVIEW AND SYNTHESIS PAPERS (Staff-produced in cooperation with commissioned authors)	49	901	670	94	--	5,392	6,991
	• KNOWLEDGE IMPLEMENTATION PRODUCTS (Staff-developed handbooks, filmstrip, performanced-based teacher education modules)	6	58	3	3	--	517	581
	• SPECIAL PACKAGES (Compiled from field-developed instructional materials)	9	22	47	6	--	1,883	1,958
		[96]						
SUPPORT RESOURCES	• DISSEMINATION CONFERENCE PROCEEDINGS	3	246	--	--	--	--	246
	• FICHE of research review and synthesis papers	32	603	2,874	23	--	8,508	12,008
	• CONTENT FLYERS:							
	--Briefs based on research review and synthesis papers	35	3,342	3,855	2,822	--	18,832	28,851
	--Film guides/dissemination fact sheets/"Resource Update 1979"	10	666	3,160	2,197	--	88,000	94,743
	• NEWSLETTER: MEMO (Formerly "Quarterly Reference List")	10	781	365	278	14,112	5,184	20,720
	• BROCHURES/DISPLAYS: "Interchange"/"Interchange Update"/D&U brochures/ times products displayed	17	1,726	2,530	1,838	--	18,000	24,094
	• MISCELLANEOUS: Other National Center brochures and products/materials distributed on behalf of external conference participants	na	663	2,731	--	--	--	3,394
		[107]						
TOTAL		203	11,303	20,521	9,600	14,112	164,659	222,195

Note: N = 1,449. Since more than one subcategory could apply in a given interaction, the percentages shown for each factor may exceed 100 percent.

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
LINKING AGENCY TYPE	Regional/state education agency	39
	Intermediate/local education agency	17
	College/university	16
	Postsecondary institution	7
	Education research/ development/ dissemination agency	7
	Primary/secondary school	6
	National Center, other task	4
	Federal/national organization	3
	Noneducation public sector	2
	International education agency	2
	Business/industry/ labor group	1

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
INTENDED PURPOSE	Networking	65
	Staff knowledge	25
	Product development	8
	Preservice/ inservice	4
	Resource center	4
	Classroom	2

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
EDUCATION LEVEL BENEFITED	Any or all levels	53
	Secondary	40
	Postsecondary	27
	Adult education	8
	College/university	4
	Elementary	1

FACTOR	SUBCATEGORY	FREQUENCY (Percent)
THEME/FOCUS	Dissemination strategies/ information	36
	Handicapped	31
	Disadvantaged	23
	Sex equity	14
	Evaluation	12
	Economic development	11
	Basic skills	10
	Other special needs	10
	Planning	10
	Occupational instruction/ training or issues	10
	Energy	9
	Personnel development	9
	Other	3

Figure 3. Pertinent factors in individualized product dissemination activities for 1981-1982.

OBSERVATIONS AND CONCLUSIONS

This section gives a summary of all activities for the five-year contract period and discusses implications for future dissemination work. These implications are drawn from the data and from staff observations and experiences.

Summary of Activities

Efforts over the five years involved vocational educators in every state of the union plus the District of Columbia, United States territories, and various international agencies. In all, a total of 7,018 interactions with the field were recorded for the period January 1978 through November 1982. The computerized data for February 1981 through November 1982 were summarized and grouped in broad categories compatible with those used in the midcontract review completed in July 1980. Data for that review were compiled manually and extrapolated to cover the period through January 1981. These data were combined with the computerized data to provide totals for major activity categories. State-by-state breakdowns were compiled on a proactive and responsive basis (see exhibit B-1 in appendix B).

By comparing the data recorded for the two periods (figure 4), certain shifts in focus are noted. The major shift was the decrease in the number of product distribution activities--from 70 percent for the first period to 49 percent for the second. This reflects the shift in intent that after a period of "seeding the market" with products that promote program improvement, dissemination and liaison efforts would stimulate practitioner acquisition of the products from their original sources on a cost-recovery basis. This also accounts for the shift away from specific education levels to the any/all subcategory and for the increase in the level of activity for the dissemination strategies/information subcategory.

Another major shift in activities, which reflected national trends, was from the sex equity focus in the first time period to special needs in the second. Also reflected was the enhanced effort toward widening the spectrum of organizations and agencies in the vocational education dissemination and program improvement network.

The number of interactions recorded (7,018) accounts for linkages with vocational educators in the field on substantive activities such as planning, collaborating, conducting field events, and disseminating products. In addition to these linkages, numerous other contacts were made--through the mass mailing of MEMO (14,112), with participants of field events (27,356), and through mass mailings to MEMO readers extending invitations to the dissemination and utilization conferences (approximately 6,500 contacts). In all, a minimum of 54,986 contacts that are documented were made with the field.

Note: Since more than one subcategory could apply in a given interaction, the percentages shown for each factor may exceed 100 percent.

FACTOR	SUBCATEGORY	FREQUENCY (Percent)	
		1978-1980 N=4,073	1981-1982 N=2,945
LINKING AGENCY TYPE	Regional/state education agency	39	36
	Postsecondary institution/ college/university	28	21
	Other agency	15	27
	Primary/secondary school;intermediate/ local education agency	14	14
	National Center, other task	11	14
ACTIVITY TYPE	Product distribution	70	49
	Collaboration/ liaison/ leadership	30	28
	Product selection/ development	26	28
	Field Event	12	3
	Other National Center task field event	--	1
EDUCATION LEVEL BENEFITED	Secondary	50	35
	Postsecondary	39	20
	Adult education	36	7
	Any or all levels	32	54
	College/university	24	4
	Elementary	—	1
THEME/FOCUS	Sex equity	42	11
	Special needs	22	42
	Planning	22	8
	Dissemination strategies/ information	21	39
	Personnal development	20	7
	Occupational instruction/ training or issues	19	12
	Evaluation	17	10
	Other	5	6
	Economic development	—	10
	Basic skills	—	6
	Energy	—	5

Figure 4. Comparison of pertinent factors in all activities for two recording periods.

These contacts, plus the accomplishments of the selection/development of over 200 resources and the dissemination of over 220,000 copies of those resources, contributed significantly toward the enhancement of the spread, exchange, choice, and implementation of research- and development-based knowledge for program improvement.

Implications for Future Efforts

Analyses of the data serve to verify completion of the contracted scope of work and to describe the activities conducted by identifying the themes most often addressed, the agencies and states worked with most often, and the level/levels of education on which they were focused. These are important aspects of dissemination programs, and periodic checking aids in keeping stated objectives in perspective. Subjective analyses are also important in weighing alternatives and determining future directions. The following sections draw on the data collected and analyzed and also on the experiences of the staff regarding record system needs, product selection and compilation considerations, and possible approaches to dissemination collaboration/liaison/leadership activities.

Record System Needs

With the record system now in place, much information is available and feasible to analyze. It is possible to count the number of interactions and determine the focus of the program. But, lacking a more automated system, it is too time consuming and costly to derive as much as might be possible from the data stored in the computer. Also, a more complex system could give information about successful dissemination practices that are not documented presently. For instance, according to information compiled regarding requests, 17 percent of the interactions were in response to a National Center activity. Planning for future efforts would be greatly enhanced if there were a surer way of identifying the specific National Center activity, be it information in the newsletter Centergram, a particular field event, or something else.

Also, a clearer insight into the process of networking would result if it could be ascertained how information on the National Center's dissemination and utilization products and services was spread externally. For instance, how did those at secondary and postsecondary institutions find out about the information or services they requested? With a less sophisticated referral and tracking system, it is impossible, or too time consuming, to determine which activities bring the greatest results.

Knowing why an activity is successful requires another type of study. With the data and files available from the last five years, a substantive bridge exists to facilitate future follow-up and impact studies. For instance, follow-up studies to determine whether the "seeding the market" product distribution approach used in the first three years of the contract was more or less valid than the approach used in the latter years of stimulating practitioner aquisition of products from their sources of supply

(Preliminary Research Report 1979) would contribute much to the field of dissemination knowledge. This and other studies could be organized around the present data and files.

Product Selection and Compilation Considerations

Much has been learned over the years regarding the selection of program improvement resources. Suggestions regarding the identification of selected exemplary resources and the compilation of special packages of curriculum or instructional materials follow.

Identifying exemplary resources. Vocational educators continue to be faced with the challenge of adjusting and refining their programs so they can be responsive to the people they serve and to society at large. As needs and priorities change or become more clearly defined, the problem of duplication of effort arises. When new priorities are first established, few products, if any, are already developed and available to share. Thus program improvement staff members are faced with the need to develop products, and many do so without knowledge of other similar efforts taking place.

Making these resultant products available on a nationwide basis requires complex arrangements. Many products have been made accessible through the Educational Resources Information Center (ERIC), from resource centers, and from developers. Often these sources have not been able to supply enough copies. Developers usually contract to print and disseminate a limited number of copies; it is not feasible for ERIC to fill large quantity orders; and many resource centers have neither had the mechanisms nor the authority to sell to out-of-state clients, even on a cost-recovery basis.

While there are more states that can make interstate sales now than five years ago, there are still problems. Some states do not have funding mechanisms that allow for reprinting; state legislatures must pass special acts to allow for such funds. Without a continued centralized thrust wherein a state-developed product can be selected and publicized nationally, there is little incentive for state disseminators to go through that process. Research supports the continuance of the selected product strategy to promote program improvement. In a survey of users, Bragg, Hull, and Adams (1981) found that seven of the eight "selected" program improvement products included in the study were given the highest possible rating (extremely useful) by those receiving them.

Preparing special curriculum resource packages. Vocational education programs must train workers for emerging, highly technical, high-demand occupations. Vocational education faces a major challenge in efforts to keep up with changing occupational areas. According to Nelson and Halfin (1982):

> Providing education and training consistent with business and industry practices is a major challenge for vocational education. In light of the mission of vocational education, it is not unreasonable to expect that keeping current with business and industry technology will be an ongoing problem. . . . In

> recent decades, new technology has developed at an exponential rate. . . . This has created significant problems for vocational education curriculum development. Because the process required to develop or modify vocational education curricula is lengthy, curricula may be partially obsolete by the time they are approved and put into practice. (p. 1)

Clearly, a continuing need exists for high quality curriculum materials and information, especially in vocational education classrooms, laboratories, and shops where workers are being trained or retrained for highly technical occupations.

Products and information for training workers for high-demand occupations in highly technical areas do exist; the problem is that these products are scarce. Vocational educators developing programs for these new areas may be unaware of existing products (e.g., curriculum guides and instructional materials) and so duplicate a development effort or not start the program at all.

During the five years of the National Center contract, various strategies have been used to develop and disseminate special packages for selected occupational areas in response to this problem. The first approach (i.e., assembly of actual materials) involved identifying, selecting, acquiring (or reproducing), packaging, and disseminating the materials to target audiences and through cost-recovery sales. Experience with this strategy has demonstrated that complicated logistical problems accompany it. For example, if components of the package become obsolete, a reconfiguration of the package is required. Packaging the total selection of products does not allow user discretion in selecting parts to fit their needs and budgets. Warehousing and maintaining inventories of this type of package are prohibitive in cost.

The second approach to making available special packages of information and products involved identifying, acquiring, selecting, reviewing, and listing curriculum materials in an annotated bibliography. This approach provides information about a large number of materials. The product is, however, little more than a catalog, and users are provided with little guidance in selection of materials or in implementing programs. Reports from participants in the Pennsylvania School Improvement Program who used specially prepared packages of Title I exemplary curriculum products for reading instruction indicated that product installation was difficult without technical assistance and that more assistance is needed with implementation than is usually provided (Smink and Stank 1980).

A third approach was the one successfully utilized in 1981. This alternative capitalized on several years of experience in reviewing and selecting products and information for nationwide dissemination. Based on this experience, it was concluded that in order for effective dissemination to occur, a special package of products and information must be easy to obtain, be warehoused efficiently, be appropriate for varied audiences, and be accompanied by aids for flexible use. A recent research utilization study concluded that "an important consideration is the transportability of the products" (Louis and Rosenblum 1981, p. 7). Furthermore, the most frequently adopted products were chosen in part because they were better packaged and had more easily available

materials. For these reasons, this approach for assembling future packages is recommended from among the alternatives described.

Possible Approaches to Dissemination Collaboration/Liaison/Leadership Activities

It has been found, as stated by Degner (1982), that "replacing old materials and practices with new and better materials and practices is far more difficult for school districts than once assumed. Use of new practices disturbs values, beliefs, work routines, organizational patterns, and power relationships." Much of dissemination and utilization takes place at the school or institution level and requires the services of linkers and collaborators at the regional and state levels. However, many of these potential collaborators seem to lack adequate dissemination plans, techniques, and still do not communicate adequately among themselves.

Most state education agencies report that they perform the generally accepted dissemination functions of spread (49 states), exchange (49), choice (47), and implementation (44); however, only seven states have a state board of education policy governing the dissemination function (CCSSO 1981). The same study reported that state education agency chiefs, deputies, and division leaders generally understand dissemination concepts, but other state education agency professional staff members have little understanding of them. Herein lies a serious problem. State education agency professional staffs are responsible for statewide dissemination for program improvement for which they are unprepared. Assistance with designing dissemination plans is needed by state vocational education staffs.

Various alternative strategies to increase coordination and leadership could be planned and implemented. Among the alternatives, one approach would be to establish a formal arrangement among the agencies for a systems approach to program improvement. This approach is more common, feasible, and useful when mandated or facilitated by some directive or act of enablement (Cates, Hood, and McKibbin 1981). Such a mandate does not exist, however. Another approach would be to induce cooperative efforts by expending a higher than present amount of financial resources to purchase staff support and continued cooperation for each activity. Obviously the latter approach is too costly. Evidence in other federally sponsored dissemination programs shows that when resources are withdrawn, the cooperation ceases.

Differentiated patterns of operating liaison activities are recommended for various organizations. Elsman (1981) discusses these operational styles and has defined them as the "service provider" style, the "facilitator/broker" style, and the "special projects" style. All three styles should be incorporated, depending on client needs and the mutual objectives to be accomplished. For example, inservice training activities should be provided for state education agency staff, including directors of research coordinating units and state liaison representatives (service provider style).

Collaborative activities should continue with the National Research Coordinating Unit Association and the National Network for Curriculum Coordination in Vocational and Technical Education, and increased liaison activities should be initiated with business and industry groups and professional organizations as they relate to vocational education dissemination activities (facilitator/broker style). Previous joint efforts with "selected" states also illustrate the facilitator/broker style. It was learned that these collaborative relationships take time to develop and that frequent collaborative work on site is critical. In this regard, the schedules of both management and technical staff must be considered and the proposed efforts approached from the perspective of state and local needs. Providing input into the dissemination component of the states' vocational education plans was found to be among the most constructive strategies for achieving far reaching effects.

Previous experience and feedback provide strong support to continue a communications link with collaborators through MEMO, a very successful dissemination newsletter, and through a nationwide dissemination conference for vocational education staffs responsible for dissemination, change processes, and program improvement activities (special projects style). Emphasis should be placed on applying the newest modes of communication in these networking efforts. Progressive dialogues among dissemination-oriented organizations should be encouraged. Full attention should be given to collaborative identification, collection, description, and exchange of vocational education program improvement resources, as well as practical, scholarly based knowledge about effective dissemination, utilization, and program improvement.

In great part, the very positive results that have been achieved under the Dissemination and Utilization Function over the five years are because the designers and implementers have been careful to discern which aspects of the program should be treated through systematized, routinized, or mechanical techniques, and which aspects should be treated with an eye toward establishing a clientele-type relationship with individuals and agencies in the field. With emphasis on both postsecondary and secondary school needs, and with the focus on legislated vocational education priorities such as sex fairness, mainstreaming the handicapped, economic development, and energy, the dissemination and utilization staff members have capacitated themselves systematically in order to be immediately responsive, dialogic, and consultative to clients. Staff members have presented themselves to the developing clientele as help agents. It is highly recommended that this view toward collaborative relationships continue to be espoused and enhanced.

APPENDIX A: FIELD ACTIVITY RECORD FORM

EXHIBIT A-1: FIELD ACTIVITY RECORD FORM

7/10/81 egm

D&U/FIELD ACTIVITY RECORD

(1)

ACCESSION NUMBER: [2] - [3][4][5][6] DATE CONTACT: [7-8][9-10]

CODE: For dates, quantities, enter actual no.
For subthemes, enter codes given
For appropriate descriptors, enter 1
To indicate paid consultant, enter 2

LIAISON: DR(MS) DR(MR) MS MR (LAST) _____ (FIRST) _____

ROLE: [11-12]

Admin (01) Teacher educator (03) Counselor (05) Student (07) Resource spec/dissem (09)
Teacher/fac/tr (02) Researcher/eval (04) Elect offic (06) Par/comm man (08) Business/prof (10) Other (98)

POSITION: _____ DEPT/DIV: _____

ORGANIZATION: _____

ADDRESS: _____

CITY: _____ STATE: _____ [13-14] ZIP: _____ PHONE: (_____) _____

ACTIVITY DESCRIPTION: Notes: _____

D&U ROLE		LINKING AGENCY TYPE											ACTIVITY TYPE								
PROACTIVE	RESPONSIVE	NONE (00)	REGIONAL/SEA (03)	INTERMED/LEA (04)	POSTSEC INST (07)	COLLEGE/UNIV (08)	ED RLS/DEV/DIS AGENCY (05)	FEDERAL/NATL ORGAN (02)	INTERNA ED (01)	BUS/IND/LABOR (10)	NON-ED PUBLIC SECTOR (09)	PRI/SEC SCHOOL (06)	PROD WORKSH	PROD CONSULT/REVIEW	PROD DISSEM COLLAB ACT	AUTHOR NEEDS/PROD CONCEPT	ARTICLE/PAPER CONTRIBUTION	FIELD EVENT *	PROD DISTR	COLLABORATIVE/LIAISON	PROD DISTR RESP TO OTHER NC FE
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36

INTENDED PURPOSE						EDUCATION LEVEL (ON BEHALF OF...)						RELATED THEME/FOCUS												
STAFF KNOWL/DEVELOP	PRESERVICE/INSERVICE	RESOURCE CENTER	NETWORKING	CLASSROOM	PROD DEVELOP	ELEMENTARY	SECONDARY	POSTSECONDARY	COLLEGE/UNIV	ADULT ED	ANY/ALL	SEX EQUITY (01)	SPEC NEEDS: HNDCP (02)	SPEC NEEDS: DISAD (03)	SPEC NEEDS: OTHER (04)	PLANNING (05)	EVALUATION (06)	PERSONNEL DEV (07)	DISTRICT (08)	ECON DEV (09)	OCCUPA INFORM/TRG TRANSITION	DISSEM STRATS/INFO SYSTS	BASIC SKILLS (12)	OTHER (98)
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61

INTERACTION PROMPTED BY														D&U FOLLOWUP				
PERSONAL RECOMMEND	DIR MAILING	CONFERENCE/WORKSHOP	MEMO	COUNTERPOINT	OTHER EXTER NEWSLETTERS	VOCATIONAL EDUCATOR	CENTERGRAM	JOURNAL ARTICLE	OTHER SIGNIF ACTIVITY	REPEAT CLIENT	SYNERGYNET			NC REFERRAL	EXT REFERRAL	MAILING LIST ADDIT/CORR	OTHER	
62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

*FIELD EVENT DETAILS

DATE			TYPE			***		AUDIENCE(S)***						D&U ASSISTANCE				
MONTH	YEAR	LOCALE	CONFERENCE	WORKSHOP	FIELD SITE/COLLABORA	THEME	NO. PARTIC	PARTIC ROLE	ORG TYPE	PARTIC ROLE	ORG TYPE	PARTIC ROLE	ORG TYPE	STAFF PART	CONSULTANT	PRODUCTS DISTRIB **	PRODUCTS DISPLAYED **	OTHER
(2) 7-8	9-10	11-12	13	14	15	16-17	18-20	21-22	23-24	25-26	27-28	29-30	31-32	33	34	35	36	37

F E NOTES:

Coord by D&U staff member(s): _____

Cont title: _____

Consultant names, stipends: _____ _____

_____ _____

**OVER FOR PRODUCT DISTRIBUTION

***Use appropriate code from above.

Date products needed _____; sent _____

ACCESSION NUMBER:

2		3	4	5	6
	–				

D&U PRODUCT LIST

CODE:
Enter 997 for info/broc
Enter actual number for quantity
Enter 998 to show loan

HANDBK TEACH ADULT ED	38-40
ANOTHER STEP FORWARD	41-43
GUIDE SEX-FAIR VOC ED MATL	44-46
COST-EFFECT/ BENEFIT ANAL	47-49
GUID, COUNSEL, SUPP SERVICES	50-52
EXP CAREER HORIZONS	53-55
GUIDELINES POLICY DEV	56-58
TEACH HANDI RFG VOC ED	59-61
EVAL RESOURCES HANDI STUDENTS	62-64
EVAL RESOURCES DISAD STUDENTS	65-67
BUSINESS, IND, LABOR	68-70
PROMOTING SEX EQ CLASSROOM	71-73
TEACH DISAD STU IN VOC ED	74-76
SELECT...FROM YOUR OPTIONS	77-79
JOB PLACE, SUP FOLLOW-UP	① 7-9
D&U CONFERENCE PROCEEDINGS	10-12
COUNTERPOINT	13-15
MEMO	16-18
INTERCHANGE	19-21

	P	F	B
IEP HANDBOOK	22-24	25-27	●
WORKING EQUAL	●	28-30	31-33
WORKING ON WORKING	34-36	37-39	40-42
TAKING ON TOMORROW	43-45	46-48	49-51
PUZZLED ABOUT SPC NEEDS STU?	52-54	55-57	●
EQUAL IS BETTER	58-60	●	●
HUMAN SERVICE WORKER	61-63	●	●
HORT & AGRI MECHANICS	64-66	67-69	●
YR 1 SPECIAL PACKAGES	70-72	●	●

	P	F	B
LEAST RESTR ALTERNATIVE	73-75	76-78	④ 7-9
DEV OF IEPs IN VOC ED	10-12	13-15	16-18
GUIDANCE NEEDS SPEC POPULA	19-21	22-24	25-27
JOB PLACEMENT OF HANDICAPPED	28-30	31-33	34-36
FOSTERING SEX-FAIR VOC ED	37-39	40-42	43-45
PROFESS DEV SEX EQUITY	46-48	49-51	52-54
GUIDANCE NEEDS OF WOMEN	55-57	58-60	61-63
ROLE VOC ED IN ECONOMY	64-66	67-69	70-72
COORD VOC ED WITH CETA	73-75	76-78	① 7-9
NEW/RETROFIT FACILITIES	10-12	13-15	16-18
MODEL PLANNG LOCAL LEVEL	19-21	22-24	25-27

	P	F	B
NEEDS ASSES VOC ED PROG	28-30	31-33	34-36
LONGIT METHODS VOC ED EVAL	37-39	40-42	43-45
USE EVAL DATA BY VOC EDUCTR	46-48	49-51	52-54
IMPACT EVAL STATE OF ART	55-57	58-60	61-63
DATA SOURCES VOC ED EVAL	64-66	67-69	70-72
SIG OTHER INFL & VOC ED DEV	73-75	76-78	●
PROPRIETARY VOC ED	⑥ 7-9	10-12	●
VOC ED & MID CAREER CHANGE	13-15	16-18	19-21
BASIC MATH SKL AND VOC ED	22-24	25-27	28-30
BASIC READING SKLS & VOC ED	31-33	34-36	37-39
BILINGUAL VOC INSTR TRAING	40-42	43-45	46-48
STUDIES COST-EFFECT VOC ED	49-51	52-54	●
VOC ED FOR OLDER ADULTS	55-57	58-60	61-63
ASSESS EMPL SAT VOC ED GR	64-66	67-69	70-72
JOB SKILLS & WORK ADJUST	73-75	76-78	① 7-9
LICENSURE	10-12	13-15	16-18
ENERGY	19-21	22-24	25-27
ENTREPRENEUR FOR WOMEN	28-30	31-33	34-36
SHORT TERM SKILL TRAING	37-39	40-42	43-45
PRODUCTIVITY	46-48	49-51	52-54
S1 QUEST OCR GUIDELINES	55-57	●	●

	P	F	B
OTHER	58-60	●	●
INTERDEPENDENT COMMUNITY	61-63	●	●
VOC ED DEMONST	64-66	●	●
READING SKILL IMPROVEMENT	67-69	●	●
VOC GUIDANCE HANDBOOK	70-72	●	●
SOLAR CURRIC GUIDES	73-75	●	●
LEADERSHIP PRACTICES	76-78	●	●
DISSEMINATION FACT SHEETS	⑧ 7-9	●	●
PROB-SOLVING PROCESS HANDBK	10-12	●	●
REINDUSTRIALI-ZATION	13-15	●	16-18
EMERGING SKILL	19-21	●	22-24
WORKER PRODUCTIVITY	25-27	●	28-30
GIFTED & TALENTED STUD	31-33	●	34-36
CORRECTIONS	37-39	●	40-42
MIGRANT YOUTH	43-45	●	46-49
JOB PLACEMENT PROGRAMS	49-51	●	52-54
ENTREPRENEUR IN VOC ED	55-57	●	●
HANDBOOK FOR ECON DEVELOP	58-60	●	●
VOCATIONAL PLANNING GUIDE	61-63	●	●
ASSESSMENT PACKET	64-66	67-69	●
IDEA BOOK	70-72	●	●
WORKING WORLD	73-75	●	●
SURVIVAL SKILLS IN REAL WORLD	76-78	●	●

KEY: [illegible] = brief; [illegible] = fiche; [illegible] = guide; FMS = filmstrip; FS = fact sheet; P = paper; PF = paper & fiche; ● = nonexistent; SN/IN = NL order no.

APPENDIX B: DATA SUMMARIES

EXHIBIT B-1: CUMULATIVE SUMMARY FOR ALL ACTIVITIES

D&U/FIELD ACTIVITY SUMMARY

TOTAL NUMBER INTERACTIONS: 7,018

Time period: JAN 1978 - NOV 1982

LINKING AGENCY TYPE									ACTIVITY TYPE							
[illegible] (60)	[illegible] (61)	[illegible] (64)	[illegible] (07)	[illegible] (08)	[illegible] (09)	[illegible] (02)	[illegible] (03)	[illegible] (10)	[illegible] (05)	[illegible]	[illegible]	[illegible]	[illegible]	FIELD EVENT	[illegible]	[illegible]	[illegible]
874	2647	1,000	1,758	1,399					1,880					580	4,318	2,037	66

EDUCATION LEVEL (ON BEHALF OF...)						RELATED THEME/FOCUS											
						SEX EQUITY (01)	SPEC NEEDS			PLANNING (02)	EVALUATION (06)	PERSONNEL DEV (07)	ENERGY (08)	ECON DEV (09)	OCCUPA INFO/ IND TRAIN (10)	DISSEM STDS/ INFO (11)	BASIC SKILLS (12)	OTHER (00)
ELEMENTARY	SECONDARY	POSTSECONDARY	COLLEGE/UNIV	ADULT ED	ANY/ALL		HANDI (02)	DISAD (03)	OTHER (04)									
26	3089	2,469	1,112	1,461	2878	2027	2,151			1,130	1,008	1,019	154	303	1,107	2035	193	363

STATE:

17	52	46	31	47	40	1	11	12	18	19	48	33	25	28	36	37	20	22
AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA
47	19	68	47	95	52	47	33	143	101	63	48	36	153	75	40	52	52	34
28	20	88	18	261	35	54	11	128	159	42	44	18	186	89	122	30	80	37

2	13	3	27	28	21	30	41	29	49	4	8	7	33	22	42	29	34	54
ME	MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NJ	NY	NM	NC	ND	OH	OK	OR
36	61	72	76	56	52	65	38	58	29	43	57	209	38	94	37	160	60	91
16	96	153	285	68	29	58	11	48	8	34	157	182	25	66	19	354	41	81

14	5	23	43	24	39	44	6	15	53	16	30	45	50	9	10	56	38	
PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	AmSa	PR	VI	Mar. Is Guam	Intrn	
99	40	52	42	64	94	50	43	110	51	62	91	78	18	33	23	32	14	
141	23	24	9	33	99	17	27	83	31	31	64	6	1	10	3	11	56	

Note: Data before February 1981 are based on compilation made from correspondence file for midcontract review in July 1980. These data were extrapolated to cover the period through January 1981. Data for February 1981 through November 1982 are from computerized process and summaries of activity categories have been grouped to correspond to those used in the manual compilation.

EXHIBIT B-2: SUMMARY OF ALL ACTIVITIES FOR 1981-1982

D&U/FIELD ACTIVITY SUMMARY

TOTAL NUMBER INTERACTIONS: 2,945

Time period FEB 1981- NOV 1982

D&U ROLE	LINKING AGENCY TYPE											ACTIVITY TYPE								
	NCRVE (00)	REGIONAL / SEA (03)	INTRMED/ LEA (04)	POSTSEC INST (07)	COLLEGE/UNIV (08)	ED RES/DEV/DIS AGENCY (05)	FEDERAL/NATL ORGAN (02)	INTERNA ED (01)	BUS/IND/LABOR (10)	NON-ED PUBLIC SECTOR (09)	PRI/SEC SCHOOL (06)	PROD NOMINA	PROD CORROB/ REVIEW	PROD DISSEM COLLAB AGR	AUTHOR NEGOT/ PROD CONCEPT	ARTICLE/PAPER CONTRIBUTION	FIELD EVENT *	PROD DISTR **	COLLABORATION/ LIAISON	PROD DISTR RESP TO OTHER NC FE
1,511 PROACTIVE	246	715	88	61	258	202	83	11	83	17	6	213	76	55	145	118	32	701	367	–
1,434 RESPONSIVE	182	360	269	60	247	211	51	25	65	49	45	83	21	10	13	81	57	748	465	66

	INTENDED PURPOSE						EDUCATION LEVEL (ON BEHALF OF...)						RELATED THEME/FOCUS											
	STAFF KNWL/ DEVELOP	PRESERVICE/ INSERVICE	RESOURCE CENTER	NETWORKING	CLASSROOM	PROD DEVELOP	ELEMENTARY	SECONDARY	POSTSECONDARY	COLLEGE/UNIV	ADULT ED	ANY/ALL	SEX EQUITY (01)	SPEC NEEDS HANDI (02)	SPEC NEEDS DISAD (03)	SPEC NEEDS OTHER (04)	PLANNING (05)	EVALUATION (06)	PERSONNEL DEV (07)	ENERGY (08)	ECON DEV (09)	OCCUPA INSTR/ IND TRAIN (10)	DISSEM STRAT/ INFO (11)	BASIC SKILLS (12)	OTHER (13)
P	102	35	9	1097	22	298	2	487	359	33	103	917	133	171	244	119	128	144	116	127	210	156	645	121	106
R	390	106	47	857	32	74	24	540	216	79	106	684	183	404	196	103	106	162	92	32	93	188	516	72	62

	INTERACTION PROMPTED BY														D&U FOLLOWUP				
	PERSONAL RECOM/REF	DIR MAILING	CONFERENCE/ WORKSHOP	MEMO	COUNTERPOINT	OTHER EXTER NEWSLETTERS	VOCATIONAL EDUCATOR	CENTERGRAM	JOURNAL ARTICLE	OTHER D&U/NC ACTIVITY	REPEAT CLIENT	UNKNOWN			NC REFERRAL	EXT REFERRAL	MAILING LIST ADDIT/CORR	OTHER
P	162	9	281	73	1	18	--	1	5	265	467	3			7	7	60	9
R	108	257	156	145	20	62	4	4	8	231	272	163			136	89	161	29

STATE:

	AL (17)	AK (52)	AZ (46)	AR (31)	CA (47)	CO (40)	CT (1)	DE (11)	DC (12)	FL (18)	GA (19)	HI (48)	ID (33)	IL (25)	IN (26)	IA (36)	KS (37)	KY (20)	LA (32)
P	19	11	24	21	53	12	21	12	82	52	39	20	12	92	50	24	31	28	12
R	8	4	38	11	108	6	25	4	53	65	20	35	4	84	14	7	8	13	11

	ME (2)	MD (13)	MA (3)	MI (27)	MN (28)	MS (21)	MO (38)	MT (41)	NE (39)	NV (49)	NH (4)	NJ (8)	NY (7)	NM (33)	NC (22)	ND (42)	OH (29)	OK (34)	OR (54)
P	12	27	38	66	26	19	29	13	21	15	21	35	144	13	57	20	124	38	50
R	4	21	50	65	14	11	20	2	6	4	6	38	92	5	28	5	196	13	59

	PA (14)	RI (5)	SC (23)	SD (43)	TN (24)	TX (35)	UT (44)	VT (6)	VA (15)	WA (55)	WV (18)	WI (30)	WY (45)	AmSa (50)	PR (9)	VI (10)	Marsh Guam (86)	Intn (98)	
P	66	18	20	24	23	37	17	13	47	25	40	59	57	11	20	9	12	11	
R	87	9	6	4	13	23	9	9	30	13	14	19	2	0	5	0	4	22	

EXHIBIT B-3: SUMMARY OF DISSEMINATION COLLABORATION/LIAISON/ LEADERSHIP ACTIVITIES FOR 1981-1982

D&U/FIELD ACTIVITY SUMMARY

TYPE OF ACTIVITY COLLABORATION/LIAISON/LEADERSHIP

NUMBER INTERACTIONS: 832

Time period FEB 1981- NOV 1982

	D&U ROLE	LINKING AGENCY TYPE											INTENDED PURPOSE					
		NCRVE (00) *	REGIONAL/ SEA (03)	INTERMED/ LEA (04)	POSTSEC INST (07)	COLLEGE/UNIV (08)	ED RES/DEV/DIS AGENCY (05)	FEDERAL/NATL ORGAN (02)	INTERNA ED (01)	BUS/IND/LABOR (10)	NON-ED PUBLIC SECTOR (09)	PRI/SEC SCHOOL (06)	STAFF KNOWL/ DEVELOP	PRESERVICE/ INSERVICE	RESOURCE CENTER	NETWORKING	CLASSROOM	PROD DEVELOP
PROACTIVE	367	40	148	48	5	49	42	18	—	10	4	3	5	5	1	307	—	35
RESPONSIVE	465	20	186	35	11	60	102	15	4	12	13	7	22	6	4	427	2	18

	EDUCATION LEVEL (ON BEHALF OF...)						RELATED THEME/FOCUS												
	ELEMENTARY	SECONDARY	POSTSECONDARY	COLLEGE/UNIV	ADULT ED	ANY/ALL	SEX EQUITY (01)	SPEC NEEDS HANDI (02)	SPEC NEEDS DISAD (03)	SPEC NEEDS OTHER (04)	PLANNING (05)	EVALUATION (06)	PERSONNEL DEV (07)	ENERGY (08)	ECON DEV (09)	OCCUPA INSTR/ IND TRAIN (10)	DISSEM STRAT (11)	BASIC SKILLS (12)	OTHER (00)
P	—	75	23	2	10	260	33	26	41	6	30	40	15	11	30	19	235	8	17
R	4	97	39	12	21	333	22	26	12	18	11	32	16	2	12	56	318	13	22

STATE:

	17 AL	52 AK	46 AZ	31 AR	47 CA	40 CO	1 CT	11 DE	12 DC	18 FL	19 GA	48 HI	33 ID	25 IL	26 IN	36 IA	37 KS	20 KY	32 LA
P	1	1	4	2	7	1	3	1	13	6	2	2	2	14	18	1	2	2	1
R	3	1	14	6	30	1	3	—	16	20	5	19	1	40	4	2	2	1	3

	2 ME	13 MD	3 MA	27 MI	28 MN	21 MS	38 MO	41 MT	39 NE	49 NV	4 NH	8 NJ	7 NY	33 NM	22 NC	42 ND	29 OH*	34 OK	54 OR
P	1	2	4	19	3	4	4	2	2	2	1	5	82	1	14	3	29	11	7
R	—	2	18	27	3	7	7	—	3	3	3	5	24	2	8	2	60	9	23

	14 PA	5 RI	23 SC	43 SD	24 TN	35 TX	44 UT	6 VT	15 VA	55 WA	16 WV	30 WI	45 WY	50 AmSa	9 PR	10 VI	86 Mar Is Guam	98 Intn	
P	17	3	4	1	4	5	1	1	11	6	2	3	1	1	1	1	2	—	
R	21	4	3	—	3	7	4	4	12	3	7	2	—	—	4	—	4	4	

*National Center involvement = 7 percent; therefore, other OH contacts = 4 percent.

EXHIBIT B-4: CUMULATIVE TOTAL DISTRIBUTION PER PRODUCT

PRODUCT DISTRIBUTION SUMMARY

ALL ACTIVITIES

Time period JAN 1978 - NOV 1982

Enter 997 for into
Enter actual number
Enter 36 to show loan

	B
HANDBK TEACH ADULT ED SM020	38-40 / 5925
ANOTHER STEP FORWARD SM021	41-43 / 484
GUIDE SEX-FAIR VOC ED MATL SM022	44-46 / 19,229
COST-EFFECT/ BENEFIT ANAL SM023	47-49 / 253
GUID. COUNSEL, SUPP SERVICES	50-52 / 315
EXP CAREER HORIZONS	53-55 / 156
GUIDELINES POLICY DEV	56-58 / 493
TEACH HANDI REG VOC ED	59-61 / 507
EVAL RESOURCES HANDI STUDENTS	62-64 / 3,051
EVAL RESOURCES DISAD STUDENTS	65-67 / 2,122
BUSINESS, IND, LABOR LT259	68-70 / 359
PROMOTING SEX EQ CLASSROOM	71-73 / 589
TEACH DISAD STU IN VOC ED	74-76 / 421
SELECT...FROM YOUR OPTIONS	77-79 / 59
JOB PLACE, SUP FOLLOW-UP	③ 7-9 / 292
D&U CONFERENCE PROCEEDINGS	10-12 / 246
COUNTERPOINT	13-15 / 85
MEMO	16-18 / 20,720
INTERCHANGE	19-21 / 14,719
Other brochs, Displays	9,375

	P		F
IEP HANDBOOK IN186	22-24 / 1,515	25-27 / 19 IN209 PMs	1000 ●
WORKING EQUAL	●	28-30	31-33
		V 159	3,577 FS
WORKING ON WORKING SM024	34-36 / 774	37-39 / loaned PMs	40-42 / 267 PG
TAKING ON TOMORROW SM025	43-45 / 625	46-48 / loaned PMs	49-51 / 151 PG
PUZZLED ABOUT SPC NEEDS STU?	52-54 / 224	55-57 PMS	●
EQUAL IS BETTER VE008	58-60 / 405	●	●
HUMAN SERVICE WORKER	61-63 / 327	●	●
HORT & AGRI MECHANICS	64-66 / 23	67-69 / 405 PF	●
YR : SPECIAL PACKAGES	70-72 / 783	●	●

	P	F	B
LEAST RESTR ALTERNATIVE IN143	73-75 / 293	76-78 / 10	④ 7-9 / 1,792
DEV OF IEPs IN VOC ED IN144	10-12 / 293	13-15 / 12	16-18 / 1,735
GUIDANCE NEEDS SPEC POPULA IN145	19-21 / 295	22-24 / 48	25-27 / 3,731
JOB PLACEMENT OF HANDICAPPED IN146	28-30 / 339	31-33 / 10	34-36 / 1,392
FOSTERING SEX-FAIR VOC ED IN147	37-39 / 287	40-42 / 3	43-45 / 1,615
PROFESS DEV SEX EQUITY IN140	46-48 / 287	49-51 / 22	52-54 / 1,661
GUIDANCE NEEDS OF WOMEN IN149	55-57 / 290	58-60 / 17	61-63 / 1,474
ROLE VOC ED IN ECONOMY IN150	64-66 / 288	67-69 / 21	70-72 / 706
COORD VOC ED WITH CETA IN151	73-75 / 234	76-78 / 20	③ 7-9 / 450
NEW/RETROFIT FACILITIES IN152	10-12 / 270	13-15 / 6	16-18 / 703
MODEL PLANNG LOCAL LEVEL IN153	19-21 / 283	22-24 / 6	25-27 / 579

	P	F	B
NEEDS ASSESS VOC ED PROG IN154	28-30 / 288	31-33 / 7	34-36 / 582
LONGIT METHODS VOC ED EVAL IN193	37-39 / 265	40-42 / 6	43-45 / 457
USE EVAL DATA BY VOC EDUCTR IN156	46-48 / 285	49-51 / 6	52-54 / 457
IMPACT EVAL STATE OF ART IN157	55-57 / 264	58-60 / 6	61-63 / 374
DATA SOURCES VOC ED EVAL IN158	64-66 / 242	67-69 / 6	70-72 / 349
SIG OTHER INFL & VOC ED DEV IN196	73-75 / 118	76-78 / 819	●
PROPRIETARY VOC ED IN197	⑥ 7-9 / 166	10-12 / 927	●
VOC ED & MID CAREER CHANGE IN198	13-15 / 148	16-18 / 1,035	19-21 / 1,637
BASIC MATH SKL AND VOC ED IN199	22-24 / 208	25-27 / 930	28-30 / 1,583
BASIC READING SKLS & VOC ED IN200	31-33 / 210	34-36 / 929	37-39 / 752
BILINGUAL VOC INSTR TRAING IN201	40-42 / 145	43-45 / 930	46-48 / 1,659
STUDIES COST-EFFECT VOC ED IN202	49-51 / 324	52-54 / 929	●
VOC ED FOR OLDER ADULTS IN203	55-57 / 339	58-60 / 934	61-63 / 1,498
ASSESS EMPL SAT VOC ED GR IN204	64-66 / 405	67-69 / 930	70-72 / 1,495
JOB SATIS & WORK ADJUST IN210	73-75 / 58	76-78 / 379	⑦ 7-9 / 290
LICENSURE IN219	10-12 / 69	13-15 / 412	16-18 / 295
ENERGY IN220	19-21 / 60	22-24 / 412	25-27 / 290
ENTREPRENEUR FOR WOMEN IN221	28-30 / 58	31-33 / 412	34-36 / 288
SHORT TERM SKILL TRAING IN222	37-39 / 57	40-42 / 412	43-45 / 335
PRODUCTIVITY IN223	46-48 / 64	49-51 / 412	52-54 / 292
51 QUEST OCR GUIDELINES IN225	55-57 / 61	●	●

	P	F	B
OTHER	58-60 / 3,309	●	●
INTERDEPENDENT COMMUNITY	61-63 / 116	●	●
VOC ED DEMONST	64-66 / 47	●	●
READING SKILL IMPROVEMENT	67-69 / 127	●	●
VOC GUIDANCE HANDBOOK	70-72 / 59	●	●
SOLAR CURRIC GUIDES	73-75 / 47	●	●
LEADERSHIP PRACTICES	76-78 / 104	●	●
DISSEMINATION FACT SHEETS	⑧ 7-9 / 2,748	●	●
PROB-SOLVING PROCESS HANDBK LT183	10-12 / 3	●	●
REINDUSTRIALI-ZATION IN233	13-15 / 8	●	16-18 / 32
EMERGING SKILLS IN234	19-21 / 13	●	22-24 / 71
WORKER PRODUCTIVITY IN235	25-27 / 6	●	28-30 / 71
GIFTED & TALENTED STUD IN236	31-33 / 6	●	34-36 / 51
CORRECTIONS IN237	37-39 / 15	●	40-42 / 53
MIGRANT YOUTH IN238	43-45 / 6	●	46-48 / 51
JOB PLACEMENT PROGRAMS IN239	49-51 / 5	●	52-54 / 51
ENTREPRENEUR IN VOC ED LT182	55-57 / 15	●	●
HANDBOOK FOR ECON DEVELOP	58-60 / 18	●	●
VOCATIONAL PLANNING GUIDE	61-63 / 14	●	●
ASSESSMENT PACKET	64-66 / 10	67-69	●
IDEA BOOK	70-72 / 5	●	●
WORKING WORLD	73-75 / 3	●	●
SURVIVAL SKILLS IN REAL WORLD	76-78 / 7	●	●

KEY: B = brief FM = film FMS = filmstrip P = paper V = videocassette
F = fiche FG = film guide FS = fact sheet PF = paper & fiche ● = nonexistent
SM/IN = NC order no

"Resource Update 1979" = 88,000 est.

EXHIBIT B-5: TOTAL DISTRIBUTION PER PRODUCT FOR 1981-1982

PRODUCT DISTRIBUTION SUMMARY

TOTAL FOR ALL ACTIVITIES

Time period FEB 1981- NOV 1982

CODE:
Enter 727 for info not available
Enter actual number or quantity
Enter 138 to show loan

	P
HANDBK TEACH ADULT ED SH020	38-40 / 144
ANOTHER STEP FORWARD SH021	41-43 / 380
GUIDE SEX-FAIR VOC ED MATL SH022	44-46 / 158
COST-EFFECT/ BENEFIT ANAL SH023	47-49 / 80
GUID. COUNSEL. SUPP SERVICES	50-52 / 88
EXP CAREER HORIZONS	53-55 / 17
GUIDELINES POLICY DEV	56-58 / 265
TEACH HANDI REG VOC ED	59-61 / 276
EVAL RESOURCES HANDI STUDENTS	62-64 / 1670
EVAL RESOURCES DISAD STUDENTS	65-67 / 1440
BUSINESS, IND, LABOR LT059	68-70 / 235
PROMOTING SEX EQ CLASSROOM	71-73 / 377
TEACH DISAD STU IN VOC ED	74-76 / 421
SELECT...FROM YOUR OPTIONS	77-79 / 59
JOB PLACE. SUP FOLLOW-UP	(3) 7-9 / 235
D&U CONFERENCE PROCEEDINGS	10-12 / 246
COUNTERPOINT	13-15 / 85
MEMO	16-18 / 1553
INTERCHANGE	19-21 / 4709
other brochs. Displays	1375

	P	F	B
IEP HANDBOOK IN188	22-24 / 254	25-27 / 17 FM	•
WORKING EQUAL	•	28-30 / 53 V	31-33 / 927 FS
WORKING ON WORKING SH024	34-36 / 456	37-39 / loaned FM	40-42 / 267 FS
TAKING ON TOMORROW SH025	43-45 / 315	46-48 / loaned FM	49-51 / 151 FS
PUZZLED ABOUT SPC NEEDS STU?	52-54 / 224	55-57 / — FMS	•
EQUAL IS BETTER YE088	58-60 / 10	•	•
HUMAN SERVICE WORKER	61-63 / 4	•	•
HORT & AGRI MECHANICS	64-66 / 20	67-69 / 23 FM	•
YR : SPECIAL PACKAGES	70-72 / 3	•	•

	P	F	B
LEAST RESTR ALTERNATIVE IN143	73-75 / 15	76-78 / 4	(4) 7-9 / 591
DEV OF IEPs IN VOC ED IN144	10-12 / 11	13-15 / 3	16-18 / 582
GUIDANCE NEEDS SPEC POPULA IN145	19-21 / 20	22-24 / 22	25-27 / 545
JOB PLACEMENT OF HANDICAPPED IN146	28-30 / 14	31-33 / 4	34-36 / 576
FOSTERING SEX-FAIR VOC ED IN147	37-39 / 12	40-42 / 1	43-45 / 22
PROFESS DEV SEX EQUITY IN148	46-48 / 12	49-51 / 6	52-54 / 126
GUIDANCE NEEDS OF WOMEN IN149	55-57 / 13	58-60 / 1	61-63 / 221
ROLE VOC ED IN ECONOMY IN150	64-66 / 57	67-69 / 1	70-72 / 62
COORD VOC ED WITH CETA IN151	73-75 / 12	76-78 / 1	(3) 7-9 / 59
NEW/RETROFIT FACILITIES IN152	10-12 / 51	13-15 / 1	16-18 / 60
MODEL PLANNG LOCAL LEVEL IN153	19-21 / 64	22-24 / 1	25-27 / 185

	P	F	B
NEEDS ASSESS VOC ED PROG IN154	28-30 / 68	31-33 / 2	34-36 / 188
LONGIT METHODS VOC ED EVAL IN155	37-39 / 46	40-42 / 1	43-45 / 63
USE EVAL DATA BY VOC EDUCTR IN156	46-48 / 66	49-51 / 1	52-54 / 63
IMPACT EVAL STATE OF ART IN157	55-57 / 46	58-60 / 1	61-63 / 80
DATA SOURCES VOC ED EVAL IN158	64-66 / 22	67-69 / 1	70-72 / 66
SIG OTHER INFL & VOC ED DEV IN196	73-75 / 65	76-78 / 2	•
PROPRIETARY VOC ED IN197	(2) 7-9 / 92	10-12 / 110	•
VOC ED & MID CAREER CHANGE IN198	13-15 / 91	16-18 / 218	19-21 / 809
BASIC MATH SKL AND VOC ED IN199	22-24 / 73	25-27 / 113	28-30 / 725
BASIC READING SKLS & VOC ED IN200	31-33 / 75	34-36 / 112	37-39 / 710
BILINGUAL VOC INSTR TRAING IN201	40-42 / 22	43-45 / 113	46-48 / 800
STUDIES COST-EFFECT VOC ED IN202	49-51 / 164	52-54 / 112	•
VOC ED FOR OLDER ADULTS IN203	55-57 / 30	58-60 / 117	61-63 / 680
ASSESS EMPL SAT VOC ED GR IN204	64-66 / 98	67-69 / 113	70-72 / 636
JOB SATIS & WORK ADJUST IN218	73-75 / 58	76-78 / 379	(2) 7-9 / 290
LICENSURE IN219	10-12 / 69	13-15 / 412	16-18 / 295
ENERGY IN220	19-21 / 60	22-24 / 412	25-27 / 290
ENTREPRENEUR FOR WOMEN IN221	28-30 / 58	31-33 / 412	34-36 / 288
SHORT TERM SKILL TRAING IN222	37-39 / 57	40-42 / 412	43-45 / 335
PRODUCTIVITY IN223	46-48 / 64	49-51 / 412	52-54 / 292
51 QUEST OCR GUIDELINES IN225	55-57 / 61	•	•

	P	F	B
OTHER	58-60 / 3309	•	•
INTERDEPENDENT COMMUNITY	61-63 / 116	•	•
VOC ED DEMONST	64-66 / 47	•	•
READING SKILL IMPROVEMENT	67-69 / 127	•	•
VOC GUIDANCE HANDBOOK	70-72 / 59	•	•
SOLAR CURRIC GUIDES	73-75 / 47	•	•
LEADERSHIP PRACTICES	76-78 / 104	•	•
DISSEMINATION FACT SHEETS	(5) 7-9 / 2748	•	•
PROB-SOLVING PROCESS HANDBK LT051	10-12 / 3	•	•
REINDUSTRIALI-ZATION IN233	13-15 / 8	•	16-18 / 32
EMERGING SKILLS IN234	19-21 / 13	•	22-24 / 71
WORKER PRODUCTIVITY IN235	25-27 / 6	•	28-30 / 71
GIFTED & TALENTED STUD IN236	31-33 / 6	•	34-36 / 51
CORRECTIONS IN237	37-39 / 15	•	40-42 / 53
MIGRANT YOUTH IN238	43-45 / 6	•	46-48 / 51
JOB PLACEMENT PROGRAMS IN239	49-51 / 6	•	52-54 / 51
ENTREPRENEUR IN VOC ED LT052	55-57 / 15	•	•
HANDBOOK FOR ECON DEVELOP	58-60 / 18	•	•
VOCATIONAL PLANNING GUIDE	61-63 / 13	•	•
ASSESSMENT PACKET	64-66 / 10	67-69 / — V	•
IDEA BOOK	70-72 / 5	•	•
WORKING WORLD	73-75 / 3	•	•
SURVIVAL SKILLS IN REAL WORLD	76-78 / 7	•	•

KEY: B = brief
F = fiche
FM = film
FG = film guide
FMS = filmstrip
FS = fact sheet
P = paper
PF = paper & fiche
V = videocassette
● = nonexistent
SH/IN = NC order no.

EXHIBIT B-6: TOTAL PROACTIVE DISTRIBUTION PER PRODUCT FOR 1981-1982

PRODUCT DISTRIBUTION SUMMARY

ALL PROACTIVE ACTIVITIES

Time period FEB 1981-NOV 1982

CODE:
Enter 777 for into
actual number
quantity
Enter 738 to show loan

	P
HANDBK TEACH ADULT ED SH020	38-40 / 15
ANOTHER STEP FORWARD SH021	41-43 / 63
GUIDE SEX-FAIR VOC ED MATL SH022	44-46 / 6
COST-EFFECT/ BENEFIT ANAL SH023	47-49 / 36
GUID, COUNSEL, SUPP SERVICES	50-52 / 11
EXP CAREER HORIZONS	53-55 / —
GUIDELINES POLICY DEV	56-58 / 12
TEACH HANDI REG VOC ED	59-61 / 12
EVAL RESOURCES HANDI STUDENTS	62-64 / 112
EVAL RESOURCES DISAD STUDENTS	65-67 / 258
BUSINESS, IND, LABOR LT099	68-70 / 96
PROMOTING SEX ED CLASSROOM	71-73 / 119
TEACH DISAD STU IN VOC ED	74-76 / 171
SELECT...FROM YOUR OPTIONS	77-79 / 50
JOB PLACE, SUP FOLLOW-UP	② 7-9 / 145
D&U CONFERENCE PROCEEDINGS	10-12 / 239
COUNTERPOINT	13-15 / 62
MEMO	16-18 / 272
INTERCHANGE	19-21 / 651

	P	F	B
IEP HANDBOOK IN088	22-24 / 13	25-27 / 11 PM	●
WORKING EQUAL	●	28-30 / 11 V	31-33 / 71 FS
WORKING ON WORKING SH024	34-36 / 11	37-39 / loaned PM	40-42 / 14 FS
TAKING ON TOMORROW SH025	43-45 / 11	46-48 / loaned PM	49-51 / 2 FS
PUZZLED ABOUT SPC NEEDS STU?	52-54 / 57	55-57 / — PMS	●
EQUAL IS BETTER VO080	58-60 / 3	●	●
HUMAN SERVICE WORKER	61-63 / —	●	●
HORT & AGRI MECHANICS	64-66 / —	67-69 / — PF	●
YR 1 SPECIAL PACKAGES	70-72 / —	●	●

	P	F	B
LEAST RESTR ALTERNATIVE IN143	73-75 / 8	76-78 / 1	④ 7-9 / 16
DEV OF IEPs IN VOC ED IN144	10-12 / 7	13-15 / 1	16-18 / 16
GUIDANCE NEEDS SPEC POPULA IN145	19-21 / 12	22-24 / 1	25-27 / 16
JOB PLACEMENT OF HANDICAPPED IN146	28-30 / 11	31-33 / 1	34-36 / 16
FOSTERING SEX-FAIR VOC ED IN147	37-39 / 10	40-42 / 1	43-45 / 75
PROFESS DEV SEX EQUITY IN148	46-48 / 10	49-51 / 1	52-54 / 75
GUIDANCE NEEDS OF WOMEN IN149	55-57 / 6	58-60 / 1	61-63 / 75
ROLE VOC ED IN ECONOMY IN150	64-66 / 11	67-69 / 1	70-72 / 15
COORD VOC ED WITH CETA IN151	73-75 / 11	76-78 / 1	① 7-9 / 15
NEW/RETROFIT FACILITIES IN152	10-12 / 51	13-15 / 1	16-18 / 15
MODEL PLANNG LOCAL LEVEL IN153	19-21 / 36	22-24 / 1	25-27 / 90

	P	F	B
NEEDS ASSESS VOC ED PROG IN154	28-30 / 36	31-33 / 1	34-36 / 90
LONGIT METHODS VOC ED EVAL IN155	37-39 / 36	40-42 / 1	43-45 / 15
USE EVAL DATA BY VOC EDUCTR IN156	46-48 / 36	49-51 / 1	52-54 / 15
IMPACT EVAL STATE OF ART IN157	55-57 / 36	58-60 / 1	61-63 / 30
DATA SOURCES VOC ED EVAL IN158	64-66 / 11	67-69 / 1	70-72 / 15
SIG OTHER INFL & VOC ED DEV IN159	73-75 / 61	76-78 / 1	●
PROPRIETARY VOC ED IN197	⑥ 7-9 / 62	10-12 / 75	●
VOC ED & MID CAREER CHANGE IN198	13-15 / 72	16-18 / 75	19-21 / 76
BASIC MATH SKL AND VOC ED IN199	22-24 / 52	25-27 / 75	28-30 / 132
BASIC READING SKLS & VOC ED IN200	31-33 / 56	34-36 / 75	37-39 / 132
BILINGUAL VOC INSTR TRAING IN161	40-42 / 13	43-45 / 76	46-48 / 132
STUDIES COST-EFFECT VOC ED IN202	49-51 / 121	52-54 / 75	●
VOC ED FOR OLDER ADULTS IN203	55-57 / 11	58-60 / 75	61-63 / 132
ASSESS EMPL SAT VOC ED GR IN204	64-66 / 62	67-69 / 75	70-72 / 132
JOB SATIS & WORK ADJUST IN218	73-75 / 57	76-78 / 75	① 7-9 / 48
LICENSURE IN219	10-12 / 65	13-15 / 75	16-18 / 53
ENERGY IN220	19-21 / 60	22-24 / 75	25-27 / 48
ENTREPRENEUR FOR WOMEN IN221	28-30 / 57	31-33 / 75	34-36 / 47
SHORT TERM SKILL TRAING IN222	37-39 / 57	40-42 / 75	43-45 / 47
PRODUCTIVITY IN223	46-48 / 61	49-51 / 75	52-54 / 49
51 QUEST OCR GUIDELINES IN224	55-57 / 49	●	●

	P	F	B
OTHER	58-60 / 452	●	●
INTERDEPENDENT COMMUNITY	61-63 / 47	●	●
VOC ED DEMONST	64-66 / 47	●	●
READING SKILL IMPROVEMENT	67-69 / 87	●	●
VOC GUIDANCE HANDBOOK	70-72 / 47	●	●
SOLAR CURRIC GUIDES	73-75 / 47	●	●
LEADERSHIP PRACTICES	76-78 / 98	●	●
DISSEMINATION FACT SHEETS	⑧ 7-9 / 588	●	●
PROB-SOLVING PROCESS HANDBK LT103	10-12 / 2	●	●
REINDUSTRIALI-ZATION IN233	13-15 / 8	●	16-18 / 23
EMERGING SKILLS IN234	19-21 / 12	●	22-25 / 21
WORKER PRODUCTIVITY IN235	25-27 / 6	●	28-30 / 21
GIFTED & TALENTED STUD IN236	31-33 / 6	●	34-36 / 21
CORRECTIONS IN237	37-39 / 14	●	40-42 / 23
MIGRANT YOUTH IN238	43-45 / 6	●	46-48 / 21
JOB PLACEMENT PROGRAMS IN239	49-51 / 5	●	52-54 / 21
ENTREPRENEUR IN VOC ED LT102	55-57 / 9	●	●
HANDBOOK FOR ECON DEVELOP IN240	58-60 / 2	●	●
VOCATIONAL PLANNING GUIDE IN241	61-63 / 5	●	●
ASSESSMENT PACKET IN242	64-66 / —	67-69 / — V	●
IDEA BOOK IN243	70-72 / —	●	●
WORKING WORLD IN244	73-75 / —	●	●
SURVIVAL SKILLS IN REAL WORLD IN245	76-78 / —	●	●

KEY: B = brief F = fiche PM = film PG = film guide PMS = filmstrip FS = fact sheet P = paper PF = paper & fiche V = videocassette ● = nonexistent

SH/IN = NC order no.

EXHIBIT B-7: TOTAL RESPONSIVE DISTRIBUTION PER PRODUCT FOR 1981-1982

PRODUCT DISTRIBUTION SUMMARY

ALL RESPONSIVE ACTIVITIES

Time period FEB 1981-NOV 1982

CODE:
Enter ??? for info
Enter actual number
Enter identity
Enter ZZ to show loan

	P
HANDBK TEACH ADULT ED SM220	38-40 / 129
ANOTHER STEP FORWARD SM221	41-43 / 317
GUIDE SEX-FAIR VOC ED MATL SM222	44-46 / 152
COST-EFFECT/ BENEFIT ANAL SM223	47-49 / 44
GUID, COUNSEL, SUPP SERVICES	50-52 / 77
EXP CAREER HORIZONS	53-55 / 17
GUIDELINES POLICY DEV	56-58 / 253
TEACH HANDI REG VOC ED	59-61 / 264
EVAL RESOURCES HANDI STUDENTS	62-64 / 1558
EVAL RESOURCES DISAD STUDENTS	65-67 / 1211
BUSINESS, IND, LABOR LT239	68-70 / 139
PROMOTING SEX EQ CLASSROOM	71-73 / 258
TEACH DISAD STU IN VOC ED	74-76 / 250
SELECT...FROM YOUR OPTIONS	77-79 / 9
JOB PLACE, SUP FOLLOW-UP	① 7-9 / 90
D&U CONFERENCE PROCEEDINGS	10-12 / 7
COUNTERPOINT	13-15 / 23
MEMO	16-18 / 1152
INTERCHANGE	19-21 / 4058

	P		
IEP HANDBOOK IN188	22-24 / 741	25-27 / — IN189 PAG	•
WORKING EQUAL	•	28-30 / 42	31-33 / 856
WORKING ON WORKING SM224	34-36 / 445	37-39 / loaned PM	40-42 / 253 PG
TAKING ON TOMORROW SM225	43-45 / 304	46-48 / loaned PM	49-51 / 149 PG
PUZZLED ABOUT SPC NEEDS STUT	52-54 / 172	55-57 / PMS	•
EQUAL IS BETTER VB188	58-60 / 7	•	•
HUMAN SERVICE WORKER	61-63 / 4	•	•
HORT & AGRI MECHANICS	64-66 / 20	67-69 / 23	•
YR 1 SPECIAL PACKAGES	70-72 / 3	•	•

	P	F	B
LEAST RESTR ALTERNATIVE IN145	73-75 / 7	76-78 / 3	⑥ 7-9 / 575
DEV OF IEPs IN VOC ED IN144	10-12 / 4	13-15 / 2	16-18 / 566
GUIDANCE NEEDS SPEC POPULA IN149	19-21 / 8	22-24 / 21	25-27 / 529
JOB PLACEMENT OF HANDICAPPED IN148	28-30 / 3	31-33 / 3	34-36 / 560
FOSTERING SEX-FAIR VOC ED IN147	37-39 / 2	40-42 / —	43-45 / 146
PROFESS DEV SEX EQUITY IN146	46-48 / 2	49-51 / 5	52-54 / 151
GUIDANCE NEEDS OF WOMEN IN149	55-57 / 7	58-60 / —	61-63 / 146
ROLE VOC ED IN ECONOMY IN150	64-66 / 46	67-69 / —	70-72 / 47
COORD VOC ED WITH CETA IN151	73-75 / 1	76-78 / —	⑤ 7-9 / 44
NEW/RETROFIT FACILITIES IN152	10-12 / —	13-15 / —	16-18 / 45
MODEL PLANNG LOCAL LEVEL IN153	19-21 / 28	22-24 / —	25-27 / 95

	P	F	B
NEEDS ASSESS VOC ED PROG IN154	28-30 / 32	31-33 / 1	34-36 / 98
LONGIT METHODS VOC ED EVAL IN193	37-39 / 10	40-42 / —	43-45 / 48
USE EVAL DATA BY VOC EDUCTR IN196	46-48 / 30	49-51 / —	52-54 / 48
IMPACT EVAL STATE OF ART IN197	55-57 / 10	58-60 / —	61-63 / 50
DATA SOURCES VOC ED EVAL IN198	64-66 / 11	67-69 / —	70-72 / 51
SIG OTHER INFL & VOC ED DEV IN199	73-75 / 4	76-78 / —	•
PROPRIETARY VOC ED IN197	④ 7-9 / 30	10-12 / 35	•
VOC ED & MID CAREER CHANGE IN198	13-15 / 19	16-18 / 148	19-21 / 733
BASIC MATH SKL AND VOC ED IN199	22-24 / 21	25-27 / 38	28-30 / 593
BASIC READING SKLS & VOC ED IN200	31-33 / 19	34-36 / 37	37-39 / 578
BILINGUAL VOC INSTR TRAING IN201	40-42 / 9	43-45 / 37	46-48 / 668
STUDIES COST-EFFECT VOC ED IN202	49-51 / 33	52-54 / 37	•
VOC ED FOR OLDER ADULTS IN203	55-57 / 19	58-60 / 42	61-63 / 548
ASSESS EMPL SAT VOC ED GR IN204	64-66 / 36	67-69 / 38	70-72 / 504
JOB SATIS & WORK ADJUST IN210	73-75 / 1	76-78 / 304	① 7-9 / 242
LICENSURE IN219	10-12 / 4	13-15 / 337	16-18 / 242
ENERGY IN220	19-21 / —	22-24 / 337	25-27 / 242
ENTREPRENEUR FOR WOMEN IN221	28-30 / —	31-33 / 337	34-36 / 242
SHORT TERM SKILL TRAING IN222	37-39 / —	40-42 / 337	43-45 / 288
PRODUCTIVITY IN223	46-48 / 3	49-51 / 337	52-54 / 243
31 QUEST OCR GUIDELINES IN227	55-57 / 12	•	•

	P	F	B
OTHER	58-60 / 2903	•	•
INTERDEPENDENT COMMUNITY	61-63 / 69	•	•
VOC ED DEMONST	64-66 / —	•	•
READING SKILL IMPROVEMENT	67-69 / 40	•	•
VOC GUIDANCE HANDBOOK	70-72 / 12	•	•
SOLAR CURRIC GUIDES	73-75 / —	•	•
LEADERSHIP PRACTICES	76-78 / 6	•	•
DISSEMINATION FACT SHEETS	⑧ 7-9 / 2060	•	•
PROB-SOLVING PROCESS HANDBK LT10	10-12 / 1	•	•
REINDUSTRIALI-ZATION IN233	13-15 / —	•	16-18 / 10
EMERGING SKILLS IN234	19-21 / —	•	22-24 / 50
WORKER PRODUCTIVITY IN235	25-27 / —	•	28-30 / 50
GIFTED & TALENTED STUD IN236	31-33 / —	•	34-36 / 30
CORRECTIONS IN237	37-39 / —	•	40-42 / 30
MIGRANT YOUTH IN238	43-45 / —	•	46-48 / 30
JOB PLACEMENT PROGRAMS IN239	49-51 / —	•	52-54 / 30
ENTREPRENEUR IN VOC ED LT182	55-57 / 6	•	•
HANDBOOK FOR ECON DEVELOP	58-60 / 16	•	•
VOCATIONAL PLANNING GUIDE	61-63 / 9	•	•
ASSESSMENT PACKET	64-66 / 10	67-69 / —	•
IDEA BOOK	70-72 / 5	•	•
WORKING WORLD	73-75 / 3	•	•
SURVIVAL SKILLS IN REAL WORLD	76-78 / 7	•	•

KEY: B = brief, F = fiche, FM = film, FG = film guide, FMS = filmstrip, FS = fact sheet, P = paper, PF = paper & fiche, V = videocassette, ● = nonexistent
SM/IN = NC order no.

EXHIBIT B-8: SUMMARY OF INDIVIDUALIZED PRODUCT DISTRIBUTION ACTIVITIES FOR 1981-1982

D&U/FIELD ACTIVITY SUMMARY

TYPE OF ACTIVITY INDIVIDUALIZED PRODUCT DISTRIBUTION

NUMBER INTERACTIONS: 1,449

Time period FEB 1981- NOV 1982

	D&U ROLE	LINKING AGENCY TYPE											INTENDED PURPOSE					
		NONVE (00)	REGIONAL/SEA (03)	INTERMED/LEA (04)	POSTSEC INST (07)	COLLEGE/UNIV (08)	ED RES/DEV/DIS AGENCY (05)	FEDERAL/NATL ORGAN (02)	INTERNA ED (01)	BUS/IND/LABOR (10)	NON-ED PUBLIC SECTOR (09)	PRI/SEC SCHOOL (06)	STAFF DEVEL/DEVELOP	PRESERVICE/INSERVICE	RESOURCE CENTER	NETWORKING	CLASSROOM	PROD DEVELOP
PROACTIVE	701	25	428	38	59	85	50	34	9	6	3	16	18	7	13	616	—	97
RESPONSIVE	748	41	142	209	43	140	57	14	20	12	28	76	347	52	41	324	23	16

	EDUCATION LEVEL (ON BEHALF OF...)						RELATED THEME/FOCUS												
								SPEC NEEDS											
	ELEMENTARY	SECONDARY	POSTSECONDARY	COLLEGE/UNIV	ADULT ED	ANY/ALL	SEX EQUITY (01)	HANDI (02)	DISAD (03)	OTHER (04)	PLANNING (05)	EVALUATION (06)	PERSONNEL DEV (07)	ENERGY (08)	ECON DEV (09)	OCCUPA INSTR/IND TRAIN (10)	DISSEM STRAT (11)	BASIC SKILLS (12)	OTHER (00)
P	—	247	269	10	53	446	80	126	181	67	74	74	71	106	97	72	365	95	23
R	15	338	126	49	57	358	127	320	158	74	76	99	57	21	56	73	159	51	22

STATE:

	AL (17)	AK (52)	AZ (46)	AR (31)	CA (47)	CO (40)	CT (1)	DE (11)	DC (12)	FL (18)	GA (19)	HI (48)	ID (53)	IL (25)	IN (26)	IA (36)	KS (37)	KY (20)	LA (32)
P	10	3	9	6	17	3	10	4	37	21	19	9	4	30	9	10	6	6	5
R	4	3	21	3	68	4	18	4	25	42	13	16	2	34	5	2	4	8	5

	ME (2)	MD (13)	MA (3)	MI (27)	MN (28)	MS (21)	MO (38)	MT (41)	NE (29)	NV (49)	NH (4)	NJ (8)	NY (7)	NM (33)	NC (22)	ND (42)	OH (29)	OK (34)	OR (54)
P	5	12	18	33	11	9	11	5	12	7	11	15	37	6	21	6	64	14	13
R	3	13	23	32	11	3	6	1	2	1	2	26	52	3	12	3	72	2	28

	PA (14)	RI (5)	SC (23)	SD (43)	TN (24)	TX (35)	UT (44)	VT (6)	VA (15)	WA (55)	WV (16)	WI (30)	WY (45)	AmSa (50)	PR (9)	VI (10)	Guam (86)	Intn (98)	
P	21	8	13	9	11	10	9	5	9	11	10	21	7	3	13	2	4	9	
R	58	4	2	4	7	12	3	5	15	10	17	13	2	—	1	—	—	20	

EXHIBIT B-9: TOTAL INDIVIDUALIZED PRODUCT DISTRIBUTION PER PRODUCT FOR 1981-1982

PRODUCT DISTRIBUTION SUMMARY

TOTAL INDIVIDUALIZED PRODUCT DISTRIBUTION

Time period FEB 1981-NOV 1982

Enter 707 for info on actual number of quantity

Enter 708 to show loan

	P
HANDBK TEACH ADULT ED SN020	38-40 / 68
ANOTHER STEP FORWARD SN021	41-43 / 35
GUIDE SEX-FAIR VOC ED MATL SN022	44-46 / 31
COST-EFFECT/ BENEFIT ANAL SN023	47-49 / 15
GUID, COUNSEL, SUPP SERVICES	50-52 / 20
EXP CAREER HORIZONS	53-55 / 4
GUIDELINES POLICY DEV	56-58 / 33
TEACH HANDI REG VOC ED	59-61 / 49
EVAL RESOURCES HANDI STUDENTS	62-64 / 410
EVAL RESOURCES DISAD STUDENTS	65-67 / 287
BUSINESS, IND, LABOR LT039	68-70 / 45
PROMOTING SEX ED CLASSROOM	71-73 / 109
TEACH DISAD STU IN VOC ED	74-76 / 288
SELECT...FROM YOUR OPTIONS	77-79 / 57
JOB PLACE, SUP FOLLOW-UP	① 7-9 / 89
D&U CONFERENCE PROCEEDINGS	10-12 / 246
COUNTERPOINT	13-15 / 32
MEMO	16-18 / N,893
INTERCHANGE	19-21 / 960
Brochures Displays	829

	P	F	B
IEP HANDBOOK IN108	22-24 / 85	25-27 / 15 FM	•
WORKING EQUAL	•	28-30 / 48	31-33 / 500 FS
WORKING ON WORKING SN024	34-36 / 137	37-39 / 1 copyrd FM	40-42 / 24 FS
TAKING ON TOMORROW SN025	43-45 / 26	46-48 / 1 copyrd FM	49-51 / 7 FS
PUZZLED ABOUT SPC NEEDS STU?	52-54 / 71	55-57 / FMS	•
EQUAL IS BETTER YR008	58-60 / 4	•	•
HUMAN SERVICE WORKER	61-63 / 3	•	•
HORT & AGRI MECHANICS	64-66 / 4	67-69 / FM —	•
YR 1 SPECIAL PACKAGES	70-72 / 2	•	•

	P	F	B
LEAST RESTR ALTERNATIVE IN143	73-75 / 12	76-78 / 2	④ 7-9 / 200
DEV OF IEPs IN VOC ED IN144	10-12 / 9	13-15 / 1	16-18 / 207
GUIDANCE NEEDS SPEC POPULA IN145	19-21 / 17	22-24 / 1	25-27 / 141
JOB PLACEMENT OF HANDICAPPED IN146	28-30 / 12	31-33 / 1	34-36 / 185
FOSTERING SEX-FAIR VOC ED IN147	37-39 / 11	40-42 / —	43-45 / 57
PROFESS DEV SEX EQUITY IN148	46-48 / 11	49-51 / —	52-54 / 57
GUIDANCE NEEDS OF WOMEN IN149	55-57 / 11	58-60 / —	61-63 / 57
ROLE VOC ED IN ECONOMY IN150	64-66 / 31	67-69 / —	70-72 / 59
COORD VOC ED WITH CETA IN151	73-75 / 11	76-78 / —	① 7-9 / 56
NEW/RETROFIT FACILITIES IN152	10-12 / 11	13-15 / —	16-18 / 59
MODEL PLANNG LOCAL LEVEL IN153	19-21 / 36	22-24 / —	25-27 / 57

	P	F	B
NEEDS ASSESS VOC ED PROG IN154	28-30 / 41	31-33 / 1	34-36 / 60
LONGIT METHODS VOC ED EVAL IN155	37-39 / 21	40-42 / —	43-45 / 60
USE EVAL DATA BY VOC EDUCTR IN156	46-48 / 21	49-51 / —	52-54 / 60
IMPACT EVAL STATE OF ART IN157	55-57 / 20	58-60 / —	61-63 / 61
DATA SOURCES VOC ED EVAL IN158	64-66 / 21	67-69 / —	70-72 / 63
SIG OTHER INFL & VOC ED DEV IN159	73-75 / 14	76-78 / 1	•
PROPRIETARY VOC ED IN197	⑥ 7-9 / 21	10-12 / 35	•
VOC ED & MID CAREER CHANGE IN198	13-15 / 27	16-18 / 142	19-21 / 178
BASIC MATH SKL AND VOC ED IN199	22-24 / 19	25-27 / 37	28-30 / 226
BASIC READING SKLS & VOC ED IN200	31-33 / 18	34-36 / 37	37-39 / 226
BILINGUAL VOC INSTR TRAING IN201	40-42 / 21	43-45 / 38	46-48 / 207
STUDIES COST-EFFECT VOC ED IN202	49-51 / 22	52-54 / 41	•
VOC ED FOR OLDER ADULTS IN203	55-57 / 19	58-60 / 39	61-63 / 253
ASSESS EMPL SAT VOC ED GR IN204	64-66 / 26	67-69 / 38	70-72 / 218
JOB SATIS & WORK ADJUST IN218	73-75 / 57	76-78 / 4	① 7-9 / 87
LICENSURE IN219	10-12 / 68	13-15 / 37	16-18 / 93
ENERGY IN220	19-21 / 59	22-24 / 37	25-27 / 88
ENTREPRENEUR FOR WOMEN IN221	28-30 / 57	31-33 / 37	34-36 / 86
SHORT TERM SKILL TRAING IN222	37-39 / 57	40-42 / 37	43-45 / 153
PRODUCTIVITY IN223	46-48 / 61	49-51 / 37	52-54 / 88
51 QUEST OCR GUIDELINES IN229	55-57 / 56	•	•

	P	F	B
OTHER	58-60 / 631	•	•
INTERDEPENDENT COMMUNITY	61-63 / 73	•	•
VOC ED DEMONST	64-66 / 47	•	•
READING SKILL IMPROVEMENT	67-69 / 85	•	•
VOC GUIDANCE HANDBOOK	70-72 / 54	•	•
SOLAR CURRIC GUIDES	73-75 / 47	•	•
LEADERSHIP PRACTICES	76-78 / 54	•	•
DISSEMINATION FACT SHEETS	⑧ 7-9 / 135	•	•
PROB-SOLVING PROCESS HANDBK LT03	10-12 / 2	•	•
REINDUSTRIALI-ZATION IN033	13-15 / 8	•	16-18 / —
EMERGING SKILLS IN034	19-21 / 13	•	22-24 / —
WORKER PRODUCTIVITY IN035	25-27 / 6	•	28-30 / —
GIFTED & TALENTED STUD IN036	31-33 / 6	•	34-36 / —
CORRECTIONS IN037	37-39 / 15	•	40-42 / —
MIGRANT YOUTH IN038	43-45 / 6	•	46-48 / —
JOB PLACEMENT PROGRAMS IN039	49-51 / 5	•	52-54 / —
ENTREPRENEUR IN VOC ED LT02	55-57 / 9	•	•
HANDBOOK FOR ECON DEVELOP	58-60 / 10	•	•
VOCATIONAL PLANNING GUIDE	61-63 / 4	•	•
ASSESSMENT PACKET	64-66 / 4	67-69 V	•
IDEA BOOK	70-72 / 3	•	•
WORKING WORLD	73-75 / 2	•	•
SURVIVAL SKILLS IN REAL WORLD	76-78 / 5	•	•

KEY: B = brief; F = fiche; FM = film; FG = film guide; FMS = filmstrip; FS = fact sheet; P = paper; PF = paper & fiche; V = videocassette; • = nonexistent; SN/IN = NC order no.

EXHIBIT B-10: TOTAL PRODUCT DISTRIBUTION AT FIELD EVENTS PER PRODUCT FOR 1981-1982

PRODUCT DISTRIBUTION SUMMARY

TOTAL PRODUCTS DISSEMINATED AT D&U SPONSORED/FACILITATED FIELD EVENTS

Time period FEB 1981 - NOV 1982

CODE:
Enter 777 for info
Enter actual number
Enter 000 to show loan

	P	F	B
HANDBK TEACH ADULT ED	38-40		
	2		
ANOTHER STEP FORWARD	41-43		
	345		
GUIDE SEX-FAIR VOC ED MATL	44-46		
	81		
COST-EFFECT/ BENEFIT ANAL	47-49		
	55		
GUID, COUNSEL, SUPP SERVICES	50-52		
	4		
EXP CAREER HORIZONS	53-55		
	13		
GUIDELINES POLICY DEV	56-58		
	65		
TEACH HANDI REG VOC ED	59-61		
	90		
EVAL RESOURCES HANDI STUDENTS	62-64		
	1096		
EVAL RESOURCES DISAD STUDENTS	65-67		
	794		
BUSINESS, IND, LABOR	68-70		
	150		
PROMOTING SEX EQ CLASSROOM	71-73		
	268		
TEACH DISAD STU IN VOC ED	74-76		
	73		
SELECT...FROM YOUR OPTIONS	77-79		
	1		
JOB PLACE, SUP FOLLOW-UP	① 7-9		
	145		
D&U CONFERENCE PROCEEDINGS	10-12		
	—		
COUNTERPOINT	13-15		
	53		
MEMO	16-18		
	365		
INTERCHANGE	19-21		
	2282		
Bro. displays	248		

	P	F	B
IEP HANDBOOK	22-24	25-27	
	498	2	•
WORKING EQUAL		28-30	31-33
	•	3	260
WORKING ON WORKING	34-36	37-39	40-42
	148	learned	198
TAKING ON TOMORROW	43-45	46-48	49-51
	147	learned	89
PUZZLED ABOUT SPC NEEDS STU?	52-54	55-57	
	149	—	•
EQUAL IS BETTER	58-60		
	4	•	•
HUMAN SERVICE WORKER	61-63		
	—	•	•
HORT & AGRI MECHANICS	64-66	67-69	
	15	23	•
YR 1 SPECIAL PACKAGES	70-72		
	—	•	•

	P	F	B
LEAST RESTR ALTERNATIVE	73-75	76-78	④ 7-9
	—	1	303
DEV OF IEPs IN VOC ED	10-12	13-15	16-18
	—	1	303
GUIDANCE NEEDS SPEC POPULA	19-21	22-24	25-27
	—	1	303
JOB PLACEMENT OF HANDICAPPED	28-30	31-33	34-36
	—	1	303
FOSTERING SEX-FAIR VOC ED	37-39	40-42	43-45
	1	1	163
PROFESS DEV SEX EQUITY	46-48	49-51	52-54
	1	6	168
GUIDANCE NEEDS OF WOMEN	55-57	58-60	61-63
	1	1	163
ROLE VOC ED IN ECONOMY	64-66	67-69	70-72
	25	1	2
COORD VOC ED WITH CETA	73-75	76-78	⑤ 7-9
	—	1	2
NEW/RETROFIT FACILITIES	10-12	13-15	16-18
	40	1	2
MODEL PLANNG LOCAL LEVEL	19-21	22-24	25-27
	26	1	127

	P	F	B
NEEDS ASSESS VOC ED PROG	28-30	31-33	34-36
	26	1	127
LONGIT METHODS VOC ED EVAL	37-39	40-42	43-45
	25	1	2
USE EVAL DATA BY VOC EDUCTR	46-48	49-51	52-54
	45	1	2
IMPACT EVAL STATE OF ART	55-57	58-60	61-63
	26	1	18
DATA SOURCES VOC ED EVAL	64-66	67-69	70-72
	1	1	2
SIG OTHER INFL & VOC ED DEV	73-75	76-78	
	51	1	•
PROPRIETARY VOC ED	⑥ 7-9	10-12	
	71	25	•
VOC ED & MID CAREER CHANGE	13-15	16-18	19-21
	51	76	201
BASIC MATH SKL AND VOC ED	22-24	25-27	28-30
	43	75	78
BASIC READING SKLS & VOC ED	31-33	34-36	37-39
	46	75	78
BILINGUAL VOC INSTR TRAING	40-42	43-45	46-48
	1	76	197
STUDIES COST-EFFECT VOC ED	49-51	52-54	
	115	75	•
VOC ED FOR OLDER ADULTS	55-57	58-60	61-63
	1	75	27
ASSESS EMPL SAT VOC ED GR	64-66	67-69	70-72
	1	375	145
JOB SATIS & WORK ADJUST	73-75	76-78	⑦ 7-9
	1	375	145
LICENSURE	10-12	13-15	16-18
	1	375	145
ENERGY	19-21	22-24	25-27
	—	375	145
ENTREPRENEUR FOR WOMEN	28-30	31-33	34-36
	—	375	145
SHORT TERM SKILL TRAING	37-39	40-42	43-45
	—	375	145
PRODUCTIVITY	46-48	49-51	52-54
	—	375	145
51 QUEST OCR GUIDELINES	55-57		
	3	•	•

	P	F	B
OTHER	58-60		
	2678	•	•
INTERDEPENDENT COMMUNITY	61-63		
	40	•	•
VOC ED DEMONST	64-66		
	—	•	•
READING SKILL IMPROVEMENT	67-69		
	40	•	•
VOC GUIDANCE HANDBOOK	70-72		
	5	•	•
SOLAR CURRIC GUIDES	73-75		
	—	•	•
LEADERSHIP PRACTICES	76-78		
	50	•	•
DISSEMINATION FACT SHEETS	⑧ 7-9		
	2613	•	•
PROB-SOLVING PROCESS HANDBK	10-12		
	—	•	•
REINDUSTRIALI-ZATION	13-15		16-18
	—	•	41
EMERGING SKILLS	19-21		22-24
	—	•	41
WORKER PRODUCTIVITY	25-27		28-30
	—	•	41
GIFTED & TALENTED STUD	31-33		34-36
	—	•	41
CORRECTIONS	37-39		40-42
	—	•	41
MIGRANT YOUTH	43-45		46-48
	—	•	41
JOB PLACEMENT PROGRAMS	49-51		52-54
	—	•	41
ENTREPRENEUR IN VOC ED	55-57		
	5	•	•
HANDBOOK FOR ECON DEVELOP	58-60		
	7	•	•
VOCATIONAL PLANNING GUIDE	61-63		
	10	•	•
ASSESSMENT PACKET	64-66	67-69	
	5	—	•
IDEA BOOK	70-72		
	2	•	•
WORKING WORLD	73-75		
	1	•	•
SURVIVAL SKILLS IN REAL WORLD	76-78		
	2	•	•

KEY: B = brief
F = fiche
FM = film
FG = film guide
FMS = filmstrip
FS = fact sheet
P = paper
PF = paper & fiche
V = videocassette
● = nonexistent
SN/IN = NC order no.

APPENDIX C: LIST OF PRINCIPAL DISSEMINATION AND UTILIZIATION PRODUCTS

TABLE C-1

LIST OF PRINCIPAL DISSEMINATION AND UTILIZATION RESOURCES

DATE RESOURCES SELECTED/ DEVELOPED	TYPE OF PRODUCT				PRODUCT TITLE	AUTHOR/DEVELOPER
	Research Review and Synthesis Papers	Special Packages	Selected Exemplary Products	Knowledge Implementation Products		
1978	X				DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) FOR THE HANDICAPPED IN VOCATIONAL EDUCATION, 1979	McKinney, Lorella A. and Seay, Donna M.
1978	X				GUIDANCE NEEDS OF SPECIAL POPULATIONS, 1979	Lennon, Thelma C.
1978	X				JOB PLACEMENT AND ADJUSTMENT OF THE HANDICAPPED: AN ANNOTATED BIBLIOGRAPHY, 1979	Kowle, Carol P.
1978	X				FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION: STRATEGIES FOR ADMINISTRATORS, 1979	Steiger, JoAnn M. and Schlesinger, Sue H.
1978	X				PROFESSIONAL DEVELOPMENT PROGRAMS FOR SEX EQUITY IN VOCATIONAL EDUCATION, 1979	Verheyden-Hilliard, Mary Ellen
1978	X				THE GUIDANCE NEEDS OF WOMEN, 1979	Harmon, Lenore W.
1978	X				THE ROLE OF VOCATIONAL EDUCATION IN THE NATION'S ECONOMIC DEVELOPMENT, 1979	Braden, Paul V. and Paul, Krishan K.
1978	X				THE COORDINATION OF VOCATIONAL EDUCATION PROGRAMS WITH CETA, 1979	Stevens, David W.
1978	X				NEW AND RETROFITTED FACILITIES FOR ENERGY CONSERVATION, 1979	Kowle, Carol P.
1978	X				A MODEL FOR PLANNING VOCATIONAL EDUCATION AT THE LOCAL LEVEL, 1979	Bregman, Ralph
1978	X				NEEDS ASSESSMENT FOR PROGRAM PLANNING IN VOCATIONAL EDUCATION, 1979	Ahmann, J. Stanley
1978	X				LONGITUDINAL METHODS AS TOOLS FOR EVALUATING VOCATIONAL EDUCATION, 1979	Pucel, David J.
1978	X				USE OF EVALUATIVE DATA BY VOCATIONAL EDUCATORS, 1979	Lee, Arthur M.

DATE RESOURCES SELECTED/ DEVELOPED	TYPE OF PRODUCT				PRODUCT TITLE	AUTHOR/DEVELOPER
	Research Review and Synthesis Papers	Special Packages	Selected Exemplary Products	Knowledge Implementation Products		
1978	X				IMPACT EVALUATION IN VOCATIONAL EDUCATION: THE STATE OF THE ART, 1979	Grasso, John T.
1978	X				DATA SOURCES FOR VOCATIONAL EDUCATION EVALUATION, 1979	Hopkins, Charles O.
1978	X				LEAST RESTRICTIVE ALTERNATIVE FOR HANDICAPPED STUDENTS, 1979	Tindall, Lloyd W. and Gugerty, John J.
1978		X			COMPETENCY-BASED BUSINESS EDUCATION MODULES, 1978	Wisconsin Vocational Studies Center, University of Wisconsin-Madison
1978		X			BIOMEDICAL INSTRUMENTATION TECHNOLOGY: BIOMEDICAL EQUIPMENT MAINTENANCE AND REPAIR, 1978	Career Education Center, Denver Public Schools
1978		X			BIOMEDICAL INSTRUMENTATION TECHNOLOGY: INSTRUCTIONAL RESOURCES, 1978	National Center for Research in Vocational Education, The Ohio State University
1978		X			ENTREPRENEURSHIP, 1978	National Center for Research in Vocation Education, The Ohio State University
1978		X			ENERGY CONSERVATION IN CONSTRUCTION TRADES, 1978	National Center for Research in Vocational Education, The Ohio State University
1978		X			METHODS AND MATERIALS FOR TEACHING OCCUPATIONAL SURVIVAL SKILLS, 1978	Office of Education, Illinois State Board of Education and The University of Illinois at Urbana-Champaigne
1978			X		EXPANDING CAREER HORIZONS, 1979	Illinois State Board of Education, Department of Adult, Vocational and Technical Education, R&D Section
1978			X		COST-EFFECTIVENESS/BENEFIT ANALYSIS OF POSTSECONDARY VOCATIONAL PROGRAMS, 1979 (3 vols.)	Indiana University
1978			X		ANOTHER STEP FORWARD, 1978 (5 vols.)	University of Florida
1978			X		GUIDANCE, COUNSELING, AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES: VISUAL, HEARING, ORTHOPEDIC, NEUROMUSCULAR, EPILEPSY, CHRONIC HEALTH CONDITIONS, 1978	Technical Education Research Centers, Inc., Cambridge, MA
1978			X		HANDBOOK FOR TEACHERS OF ADULT OCCUPATIONAL EDUCATION, 1977	Bureau of Adult Occupational Education Curriculum Development, New York State Education Department
1978			X		GUIDELINES FOR SEX-FAIR VOCATIONAL EDUCATION MATERIALS, 1978	Women on Words and Images

DATE RESOURCES SELECTED/ DEVELOPED	TYPE OF PRODUCT				PRODUCT TITLE	AUTHOR/DEVELOPER
	Research Review and Synthesis Papers	Special Packages	Selected Exemplary Products	Knowledge Implementation Products		
1979	X				"SIGNIFICANT OTHER" INFLUENCE AND VOCATIONAL DEVELOPMENT, 1980	Falk, William W.
1979	X				PROPRIETARY VOCATIONAL EDUCATION, 1980	Jung, Steven M.
1979	X				VOCATIONAL EDUCATION AND MID-CAREER CHANGE, 1980	Heddesheimer, Janet C.
1979	X				BASIC MATHEMATICS SKILLS AND VOCATIONAL EDUCATION	Long, Thomas E.
1979	X				BASIC READING SKILLS AND VOCATIONAL EDUCATION, 1980	Thornton, L. Jay
1979	X				BILINGUAL VOCATIONAL INSTRUCTOR TRAINING, 1980	Hurwitz, Alan
1979	X				STUDIES OF THE COST-EFFICIENCY AND COST-EFFECTIVENESS OF VOCATIONAL EDUCATION, 1980	Hu, Teh-wei
1979	X				VOCATIONAL EDUCATION FOR OLDER ADULTS, 1980	Charters, Margaret A.
1979	X				ASSESSING EMPLOYER SATISFACTION WITH VOCATIONAL EDUCATION GRADUATES, 1980	Asche, F. Marion and Vogler, Daniel E.
1979		X			EQUAL IS BETTER: A VOC ED GUIDE TO SEX FAIRNESS RESOURCES AND THE LAW, 1979	The National Center for Research in Vocational Education, The Ohio State University
1979		X			HEALTH OCCUPATIONS: HUMAN SERVICE WORKER, 1978	The Human Resources Institute, University of South Florida
1979		X			HORTICULTURE & AGRICULTURAL MECHANICS: RESOURCE GUIDE FOR VOCATIONAL EDUCATION WITH SAMPLES ON MICROFICHE, 1979	The National Center for Research in Vocational Education, The Ohio State University
1979			X		BUSINESS, INDUSTRY, AND LABOR INPUT IN VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT, 1980	Warmbrod, Catharine P., et al.
1979			X		EVALUATING RESOURCES FOR HANDICAPPED STUDENTS, 1979	Hafen, Susan and Mangano, Michael, Maryland State Department of Education
1979			X		EVALUATING RESOURCES FOR DISADVANTAGED STUDENTS, 1979	Hafen, Susan and DeGrey, Gwen, Maryland State Department of Education
1979			X		PROMOTING SEX EQUITY IN THE CLASSROOM: A RESOURCE FOR TEACHERS OF VOCATIONAL AND TECHNICAL EDUCATION, 1980 (12 modules)	Vocational Education Council, Department of Home Economics Education , College of Home Economics, Iowa State University

DATE RESOURCES SELECTED/ DEVELOPED	TYPE OF PRODUCT				PRODUCT TITLE	AUTHOR/DEVELOPER
	Research Review and Synthesis Papers	Special Packages	Selected Exemplary Products	Knowledge Implementation Products		
1979			X		VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS: A GUIDE FOR POLICY DEVELOPMENT, 1978	The Council for Exceptional Children, Alan Abeson, principal investigator
1979			X		VOCATIONAL EDUCATION: TEACHING THE HANDICAPPED IN REGULAR CLASSES, 1978	The Council for Exceptional Children, Robert Weisberger, editor
1979			X		WORKING EQUAL, 1979	DeFloria, Kathleen, Arizona Department of Education
1979			X	X	INDIVIDUALIZED EDUCATION PROGRAMS (IEPs): A HANDBOOK FOR VOCATIONAL EDUCATORS	Phelps, L. Allen and Batchelor, Laurie
1979				X	INDIVIDUALEZED EDUCATION PROGRAMS (IEPs): A FILMSTRIP/AUDIO TAPE FOR VOCATIONAL EDUCATORS, 1980	National Center for Research in Vocational Education
1980	X				JOB SATISFACTION AND WORK ADJUSTMENT: IMPLICATIONS FOR VOCATIONAL EDUCATION, 1981	Dawis, Rene V. and Lofquist, Lloyd H.
1980	X				LICENSURE: WHAT VOCATIONAL EDUCATORS SHOULD KNOW, 1981	Shimberg, Benjamin
1980	X				ENERGY: FACTORS INFLUENCING VOCATIONAL EDUCATION POLICY, 1981	Ertel, Kenneth
1980	X				ENTREPRENEURSHIP FOR WOMEN: AN UNFULFILLED AGENDA, 1981	Eliason, Carol
1980	X				SHORT TERM SKILL TRAINING: ALTERNATIVE APPROACHES, 1981	Paulsen, Russell
1980	X				PRODUCTIVITY: VOCATIONAL EDUCATION'S ROLE, 1981	Bolino, August C.
1980			X		TEACHING DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION, 1979 (6 volumes)	Department of Industrial Education, University of Maryland, and the Division of Vocational-Technical Education (DVTE), Maryland State Department of Education
1980			X		SELECT . . . FROM ALL YOUR OPTIONS, 1979 (4 volumes)	Office for Equal Access, New Jersey Department of Education
1980			X		JOB PLACEMENT, SUPERVISION AND FOLLOW-UP, 1979	Kosbab, George C., Editor, Ohio Department of Education, Division of Vocational education and Ohio Agricultural Education, Curriculum Materials Service The Ohio State University
1980			X		WORKING ON WORKING: INNOVATORS OF VOCATIONAL PROGRAMS FOR HANDICAPPED HIGH SCHOOL STUDENTS, 1979	Office of Radio and Television for Learning, WGBH Education Foundation, Boston, MA

DATE RESOURCES SELECTED/ DEVELOPED	TYPE OF PRODUCT				PRODUCT TITLE	AUTHOR/DEVELOPER
	Research Review and Synthesis Papers	Special Packages	Selected Exemplary Products	Knowledge Implementation Products		
1980			X		TAKING ON TOMORROW: INNOVATIVE APPROACHES TO POST-SECONDARY VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS, 1980	White, Ned; Office of Radio and Television for Learning, WGBH Educational Foundation, Boston, MA
1980			X		PUZZLED ABOUT EDUCATING SPECIAL NEEDS STUDENTS? A HANDBOOK ON MODIFYING VOCATIONAL CURRICULA FOR HANDICAPPED STUDENTS, 1980	Wisconsin Vocational Studies Center, University of Wisconsin-Madison
1980			X		PUZZLED ABOUT EDUCATING SPECIAL NEEDS STUDENTS? ANNOTATED BIBLIOGRAPHY: MODIFYING VOCATIONAL CURRICULA FOR HANDICAPPED STUDENTS, 1980	Wisconsin Vocational Studies Center, University of Wisconsin-Madison
1980				X	FIFTY-ONE QUESTIONS ON THE OCR GUIDELINES, 1981	Harlan, Raymond E.
1980				X	USE INFORMATION RESOURCES TO HELP SOLVE EDUCATIONAL PROBLEMS, 1981	Kowle, Carol P.
1981	X				REINDUSTRIALIZATION: IMPLICATIONS FOR VOC ED, 1982	Leach, James A.
1981	X				EMERGING SKILLS: IMPLICATIONS FOR VOC ED, 1982	Nelson, Orville and Halfin, Harold
1981	X				WORKER PRODUCTIVITY: A CHALLENGE FOR VOC ED, 1982	Clayton, Gary E.
1981	X				VOCATIONAL EDUCATION FOR GIFTED AND TALENTED STUDENTS, 1982	Milne, Bruce G.
1981	X				VOCATIONAL EDUCATION IN CORRECTIONS, 1982	Day, Sherman R. and McCane Mel R.
1981	X				VOCATIONAL EDUCATION FOR MIGRANT YOUTH, 1982	Picou, J. Steven
1981	X				JOB PLACEMENT PROGRAMS FOR THE FUTURE, 1982	Barrow, Connye
1981		X			ENTREPRENEURSHIP IN VOC ED: A GUIDE FOR PROGRAM PLANNING, 1982	Davis, Edward L. and Zelinko, Margaret
1981			X		THE INTERDEPENDENT COMMUNITY: COLLABORATIVE PLANNING FOR HANDICAPPED YOUTH, MEMBER'S GUIDE AND LEADER'S HANDBOOK, 1980	Ferrini, Paul; et al., Technical Education Research Centers, Inc., Cambridge, MA
1981			X		VOCATIONAL EDUCATION DEMONSTRATIONS: MEASURING IMPACT AND IMPROVING EFFECTIVENESS, 1980	Fleischman, Howard L. and Willette, JoAnne L.; Development Associates, Inc. Washington, DC

DATE RESOURCES SELECTED/ DEVELOPED	TYPE OF PRODUCT				PRODUCT TITLE	AUTHOR/DEVELOPER
	Research Review and Synthesis Papers	Special Packages	Selected Exemplary Products	Knowledge Implementation Products		
1981			X		A METHODOLOGY FOR READING SKILL IMPROVEMENT IN VOCATIONAL SECONDARY PROGRAMS, 1981	Salem School District 24J and Vocational Technical Education Division, School of Education, Oregon State University
1981			X		THE INDIANA SECONDARY VOCATIONAL GUIDANCE PLANNING HANDBOOK, 1981	New Educational Directions, Inc., Indiana State Board of Vocational and Technical Education
1981			X		SOLAR CURRICULUM GUIDES, 1980	Seward County Community College, Kansas State Department of Education
1981			X		LEADERSHIP PRACTICES FOR DIRECTORS OF VOCATIONAL EDUCATION, 1979	Dull, Lloyd W., editor; Ohio Department of Education, Division of Vocational Education
1981				X	USE CONSULTANT SKILLS, 1981	Samuelson, Judith A.
1982	X				COOPERATIVE EDUCATION, 1983	Humbert, Jack T. and Woloszyk, Carl A.
1982	X				LEARNING STYLES: APPLICATIONS IN VOCATIONAL EDUCATION, 1983	Knaak, William C.
1982	X				QUALITY CIRCLES: APPLICATIONS IN VOCATIONAL EDUCATION, 1983	Lloyd, Russell F. and Rehg, Virgil R.
1982	X				EMPLOYER-SPONSORED SKILL TRAINING, 1983	Wenig, Robert E. and Wolanski, William D.
1982	X				DISPLACED WORKERS: A CHALLENGE FOR VOC ED, 1983	Clark, Donald M.
1982	X				NATIONAL OCCUPATIONAL PROJECTIONS, 1983	Rosenthal, Neal H. and Pilot, Michael
1982	X				EVALUATION: POLICY ISSUES, 1983	Walker, Jerry P.
1982	X				ACCREDITING OCCUPATIONAL TRAINING PROGRAMS, 1983	Stoodley, Roland V., Jr.
1982	X				OLDER WORKERS: WHAT VOC ED CAN DO, 1983	Denniston, Denie
1982	X				VOCATIONAL EDUCATION FOR IMMIGRANT AND MINORITY YOUTH, 1983	Reubens, Peggy
1982			X		STATEWIDE OCCUPATIONAL EVALUATION SYSTEM ASSESSMENT PACKET, 1981	University of the State of New York and the New York State Department
1982			X		VOCATIONAL PLANNING GUIDE, 1982	Missouri Department of Elementary and Secondary Education
1982			X		VOCATIONAL EDUCATORS' HANDBOOK FOR ECONOMIC DEVELOPMENT, 1981	American Vocational Association
1982			X		IDEA BOOK: MEETING THE OCCUPATIONAL INFORMATION NEEDS OF DISADVANTAGED YOUTH, 1981	Education and Work Program, Northwest Regional Educational Laboratory
1982			X		THE HIGH SCHOOL STUDENT IN THE WORKING WORLD: A HANDBOOK FOR COUNSELORS, 1981	Texas Education Agency
1982			X		SURVIVAL SKILLS FOR THE REAL WORLD, 1981	Oklahoma State Department of Education

REFERENCES

Bragg, Debra D.; Hull, William L.; and Adams, Kay A. The Impact of Selected Research and Development Projects on Vocational Education for Handicapped Learners. Columbus: The National Center for Research in Vocational Education, The Ohio State University, November 1981.

Cates, Carolyn; Hood, Paul; and McKibbin, Sue. An Exploration of Interorganizational Arrangements that Support School Improvement. San Francisco: Far West Laboratory, November 1981.

Committee on Vocational Education Research and Development. Assessing Vocational Education Research and Development. Washington, DC: National Research Council, National Academy of Sciences, 1976.

Council of Chief State School Officers, Dissemination Management Project. "General and State-Specific Results of the Dissemination Survey." Washington, DC: Council of Chief State School Officers, 3 March 1981.

Degner, David, ed. "Two Large-Scale Studies: Dissemination and School Improvement." In Research and Educational Practice Improvement Notes. San Francisco: Far West Laboratory, April 1982.

Dissemination Analysis Group. Dissemination in Relation to Elementary and Secondary Education. Final report to the Dissemination Policy Council. Dissemination Analysis Group, 1 January 1977.

Elsman, M. Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils. Washington, DC: Center for Education and Work, National Institute for Work and Learning, 1981.

Louis, Karen Seashore; Dentler, Robert A.; and Rosenblum, Sheila. Putting Knowledge to Work: An Examination of an Approach to Improvement in Education. Cambridge, MA: Abt Associates, January 1982.

Louis, K., and Rosenblum, S. A Program and Its Implications for Dissemination and School Improvement Policy. Washington, DC: National Institute of Education, 1981.

Moser, A. G. D&U Operations Project: Final Report. Columbus: The National Center for Research in Vocational Education, The Ohio State University, January 1982.

Nelson, O., and Halfin, H. Emerging Skills: Implications for Voc Ed. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

Preliminary Research Report: Developing a National Dissemination and Utilization System for Vocational Education. Columbus: The National Center for Research in Vocational Education, The Ohio State University, December 1979.

Product Selection Criteria. Rev. ed. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1979.

Smink, Jay, and Stank, Peg. Pennsylvania School Improvement Program. PSIP Final Report. Harrisburg: Pennsylvania Department of Education, January 1980.